

LEARNING MANAGEMENT SYSTEM

Chapter 1

Introduction

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LMS INTRODUCTION

Welcome to the Army Learning Management System (LMS) of the Distributed Learning System (DLS)

1.1 Introduction to the Learning Management and Distributed Learning Systems

Welcome to the Army Learning Management System (LMS) component of the Distributed Learning System (DLS). The DLS, in concert with the Army Training and Doctrine Command (TRADOC) and The Army Distributed Learning Program (TADLP), supports the Army's goals for Assignment-Oriented Training (AOT), Life Long Learning (LLL), and leader development concepts of Army transformation by supporting soldier and civilian self-development training and education. The delivery of training and education at any time (24/7), anywhere allows soldiers and civilians to update the skills and knowledge necessary to operate in a full-spectrum, operational environment.

The LMS—the heart of the DLS and the major artery of TADLP—provides hardware, software, and security for automated student administration, management, and scheduling. It also includes automated courseware distribution and storage, a student and instructor collaborative capability and the establishment of interfaces with major Army training and training management systems. With the deployment of the LMS, we now have the technical enabler for a standardized, individual training methodology.

A team of user personnel with specific roles who sometimes have overlapping functions supports the LMS. Like the different players on any team, their role or functions must be accomplished in a coordinated, accurate, and timely manner to make the system work

1.2 Handbook Organization

The LMS Handbook is organized into 7 chapters covering basic LMS navigation as well as the functions, activities, processes, and privileges attributed to each of the various LMS roles. Additional information is found in the appendices and glossary in the back of the handbook. As you become more familiar with your role(s), you will understand why, how, and where you interact with other LMS roles that operate both inside and outside the LMS. (See Appendix A for a description of all LMS roles)

The handbook provides step-by-step instructions to perform basic functions associated with each role. In many cases screen shots have been inserted between steps to act as a benchmark to let you know you are going in the right direction. In most cases they are inserted at or near the point where you will be entering or editing data.

As detailed as the handbook may appear, it is not a stand-alone document; rather it compliments the information found in the LMS Training Vignettes and Training SOP. Collectively, these three informational sources furnish the “how-to” and details necessary to become familiar with, learn and perform your assigned role(s) in the LMS environment.

Clarification of the contents of the handbook or recommendations for change can be obtained or made by calling the DLS Help Desk at 1-877-251-0730. This handbook is in Portable Document Format (PDF) so that you can easily access, search, and print its contents.

Note: The entire Handbook is quite large and you may wish to only print the chapter(s) and appendices that pertain to your role(s).

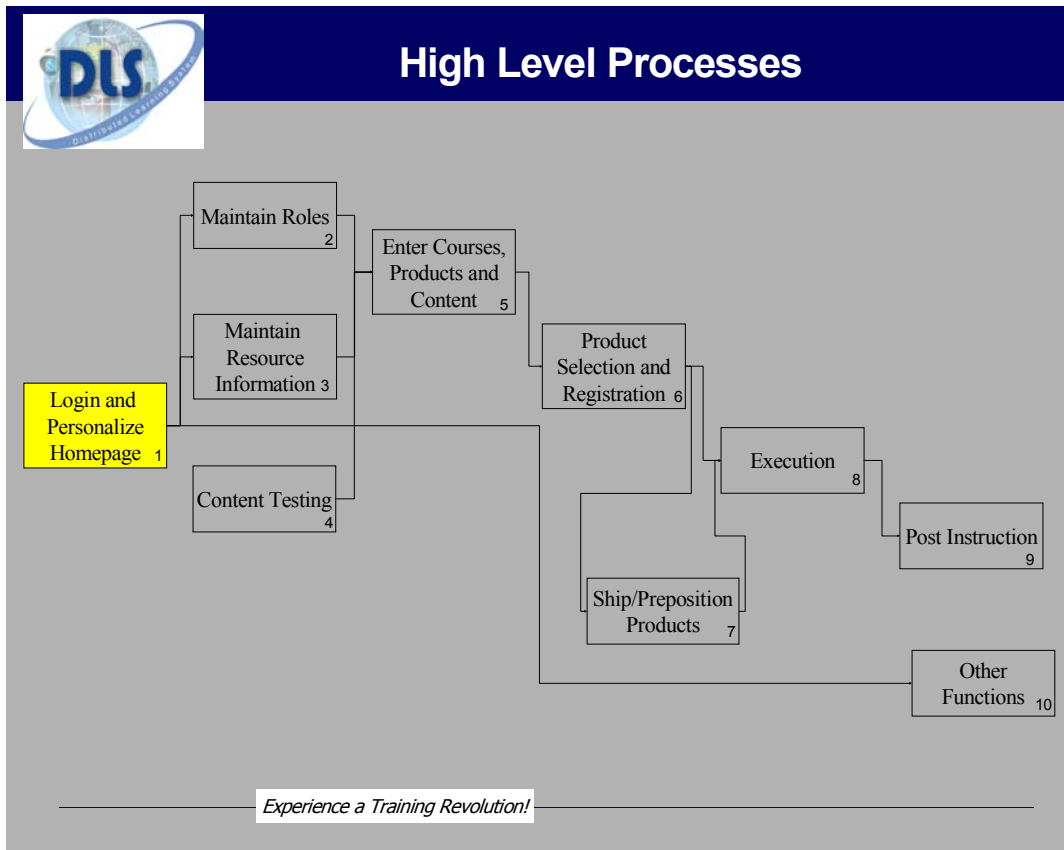
1.3 Getting Started - Using the LMS Application Interface

The LMS Interface contains a number of different objects that will contain pertinent and useful information as well as links that will take you to other portions of the LMS. The Interface includes every screen you will see while navigating through the LMS. This ranges from your Homepage to pop-up windows and from drop-downs to action icons.

1.3.1 Business Processes

The high-level business processes are presented graphically below. The primary purpose of this handbook is to provide the user with the procedures required to successfully navigate these business processes as their particular role functionality dictates. Detailed information on the interactions and interfaces among and within each of the business processes can be located within the Training Standard Operating Procedures (SOP) Manual. This manual is located in the Reference section of the LMS Help application.

This introduction section will present the steps required for system login and personalizing the LMS homepage.



1.3.2 Definitions and Semantics

The LMS application (SABA) is a COTS (commercial-off-the-shelf) product that has been modified to meet Army training and training management requirements. It is not custom-designed, government-proprietary software and, in some cases, contains terms that relate to its commercial use. The following is a listing of some of those commercial terms you may encounter, depending on your role(s), and their definition.

Terminology	Definition
Class	Group of learners taking a course iteration
Content	Educational material
Course	Generic instance of high-level aggregation of learning products.
Course Manager	Responsible for content and establishment of Courses, Lesson Templates, Tasks
Class Manager	Responsible for the execution of a course
Courseware	Content designed to be delivered to learner as a replacement for human instruction

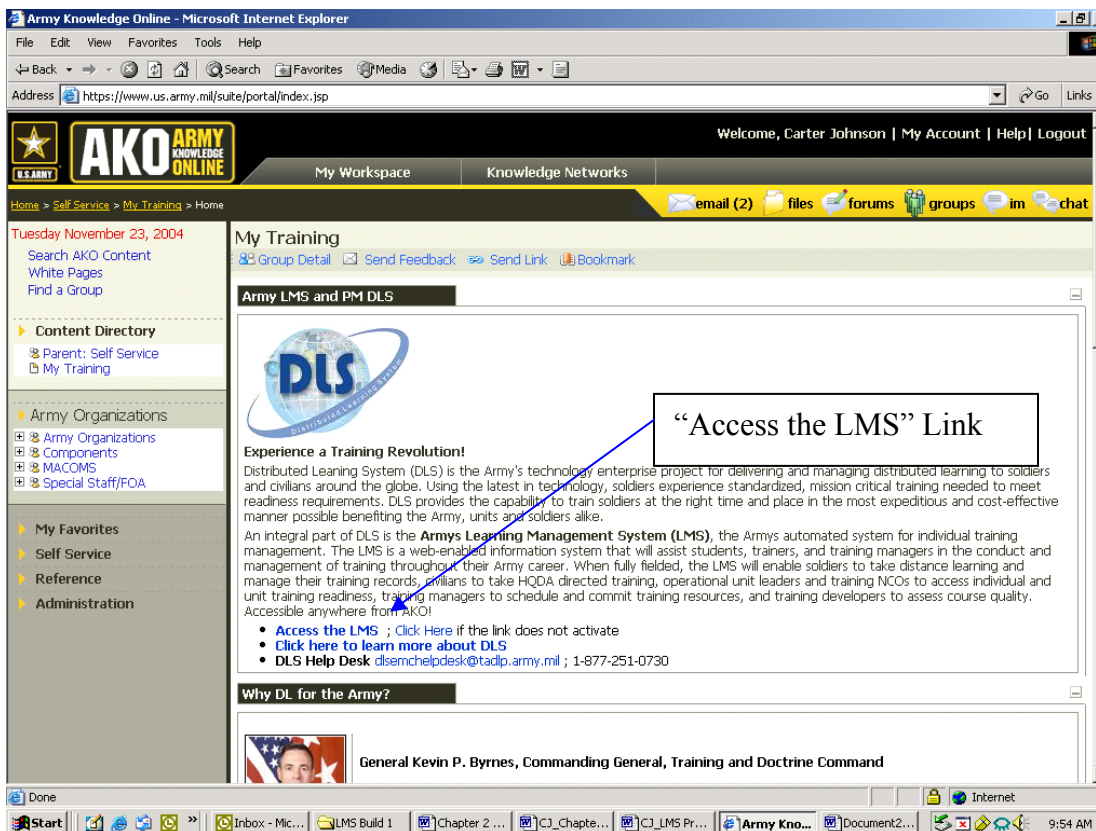
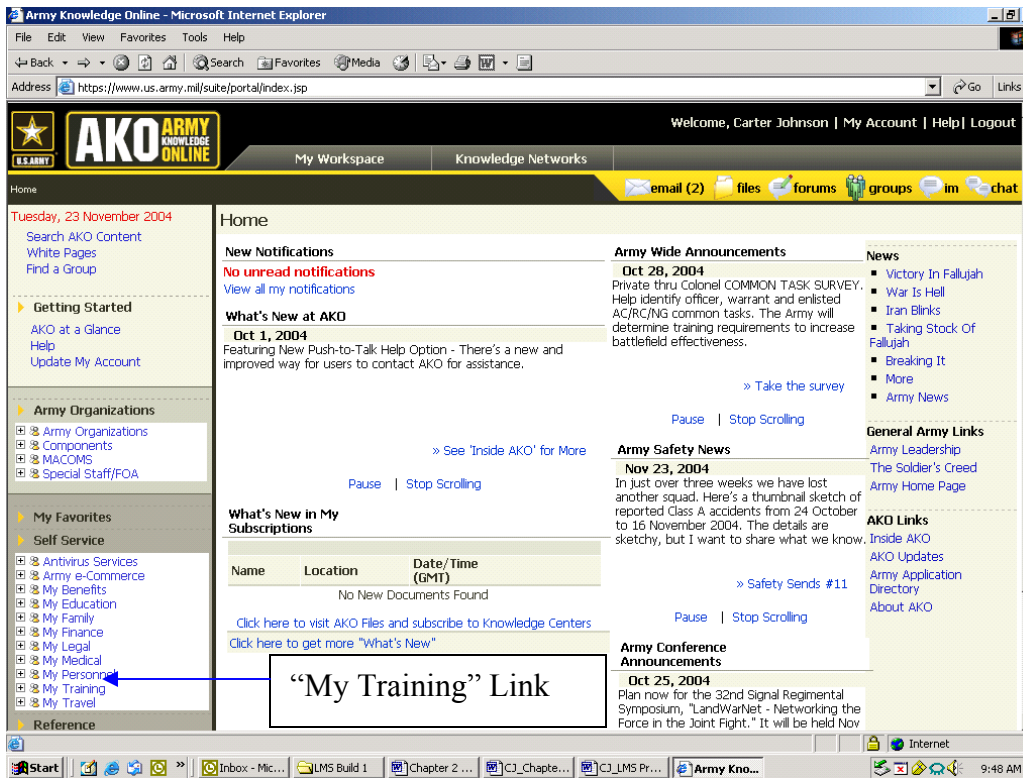
Terminology	Definition
Course iteration	Scheduled instance of a Course – inherits attributes of the Course it was built from.
Domain	Security control used to manage access within the LMS – closely correlated to proponents and groups
Employee	Any user with an LMS account, especially cadre, staff, and faculty
Enrollment	Learner has been accepted into course or has had materials shipped (ACCP) or has begun accessing electronic learning materials.
Group	Organizational attribute used to manage products and resources – closely correlated to domains and groups
Instructor	Responsible for the presentation of content
Lesson template	Generic instance of the lowest level learning product overtly managed by the LMS
Lesson	Scheduled instance of a Lesson Template - inherits attributes of the Lesson Template it was built from.
Learning item/offering	Learning product
Product	Content packed for delivery to learners. Includes control data.
Proponent Agency	Responsible for content management
School	Responsible for training execution
Unit/Organization	Organizational structures to which learners belong

1.3.3 The Login Process

The user logs into AKO (www.us.army.mil). From the AKO Homepage, he navigates to the LMS Homepage. His User Role and associated permissions are already stored in the system and are associated with his user name.

Once logged on to AKO, click the “My Training” link in the “Self Service” left navigation panel. Then the user clicks onto “Access the LMS” from AKO “My Training Center” web page, this sets up communications between the LMS and AKO. The user’s personal data in the LMS is updated from AKO each time he logs in.

Note: The user must have a valid AKO account to access the LMS.



Home Page Personalization – Default Settings

The screenshot shows the LMS Home Page in a Microsoft Internet Explorer browser window. The address bar displays <https://www.lms.army.mil/DLS>. The page header includes "THE UNITED STATES ARMY" and navigation links: Calendar, Contact Us, Help, Log Off. A secondary navigation bar contains: My Home, My Development, Training Catalog, Information Resources, Communities, Experts, Assessments, Personal Info.

Annotations on the screenshot include:

- Quick Links:** A box with a red arrow pointing to the left sidebar menu containing links like Registrations, Development Plan, Search Training Catalog, Find Experts, Find Communities, Order History, and Transcript.
- Default Setting:** A box with a yellow arrow pointing to the same sidebar menu.
- Default Time Zone:** A box with a black arrow pointing to the "Time Zone: (GMT-05:00) Eastern Time (US & Canada)" text.
- Default Settings:** A box with three colored arrows (red, blue, green) pointing to the "Skill Gap", "Individual Training Plan", and "My Communities" sections on the right side of the page.

The main content area displays a "Welcome! Sam Ninth" message, the date "Today: May 6, 2004", and the "Last Login: May 6, 2004 9:32 AM". It also includes a "New Users!!! Click here" link, a reminder not to use browser navigation buttons, and several "No Results Found" messages under sections like Notices, Pending Order Requests, Upcoming Classes, Wait-listed Registrations, and Development Plan- Items to Do. At the bottom, there are links for Security and Privacy Notice, ATRRS, AKO, and Help Desk.

This screen shot represents the default system setting, all of which you can change to best meet the needs of your role(s). However, be sure you understand what you are deleting as well as what you are adding before you take any action. Once you make the changes your home page will appear that way until you decide to change it again.

1.3.4 Personalizing the LMS Homepage

There are two links on the default LMS homepage that allow the user to change and assign personal information and standards to the system upon login. These links allow for resetting the time zone displayed and changes/updates to personal information and personal preferences.

The time zone is set by default to Eastern Standard Time. It's important to set the LMS to match the time zone you are in to reduce confusion, i.e., schedules and calendars.

To reset the time zone:

- Click on the Time Zone link
- Open the drop down menu
- Locate and highlight your local time zone

- Click on “close” in the time zone box

To change the personal information and personal preferences:

Click on the “Personal Info” tab on the gray horizontal tab bar. The Work Area will show the personal information the LMS has filed in the system. This information is imported from AKO through the system interface. Note that any inaccuracies or missing information needs to be corrected in AKO – not the LMS.

The Left Navigation Bar contains additional links you can access. They are:

- **Main Information:** This returns the user to the Main Information page of his Personal Info.
- **Lesson Requests:** This link shows the Learner Lessons that he/she has requested or that have been requested for him/her. This does not mean the Learner is registered for these Lessons.
- **Job Profile:** This is where jobs assigned to your profile will be listed. This is not used.
- **Personalize Catalog:** This link allows the Learner to tailor the Course and Product Catalogs to meet user-defined specifications (filters), such as specific Groups, Categories or Keywords. Note that the Save button is in the lower right hand corner of the screen.
- **Personalize Homepage:** This link is used for tailoring the user’s Homepage so that certain information, such as links or notifications, is always displayed when the user is logged into the LMS.

THE UNITED STATES ARMY [Calendar](#) [Contact Us](#) [Help](#) [Log Off](#)

User's Personal Info Go to:

[My Home](#) [My Development](#) [Training Catalog](#) [Information Resources](#) [Communities](#) [Experts](#) [Assessments](#) **[Personal Info](#)**

Main Information

Rank / Title : MAJ

Last Name: Eldred **First Name:** Stephen

Username: STEVE.ELDRED **Manager:** [Stephen Ritz](#)

E-mail: steve.eldred@us.army.mil **Unit Phone:** (757)369-2891

Fax: **Address 1:** 11846 Rock Landing Drive, Newport News, VA

Address 2: **City:**

State: **Zip:**

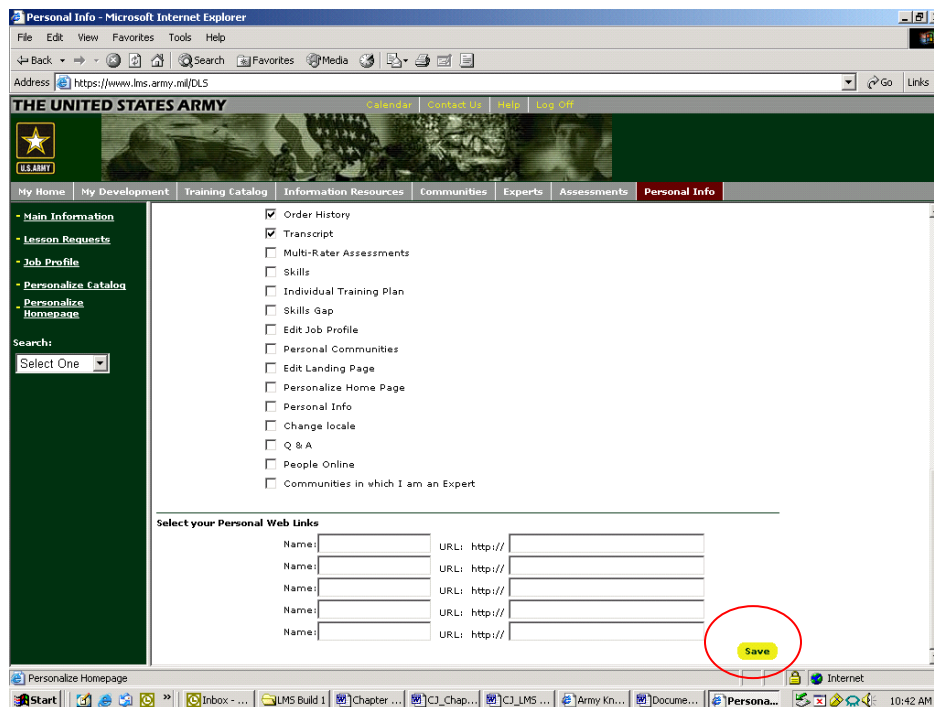
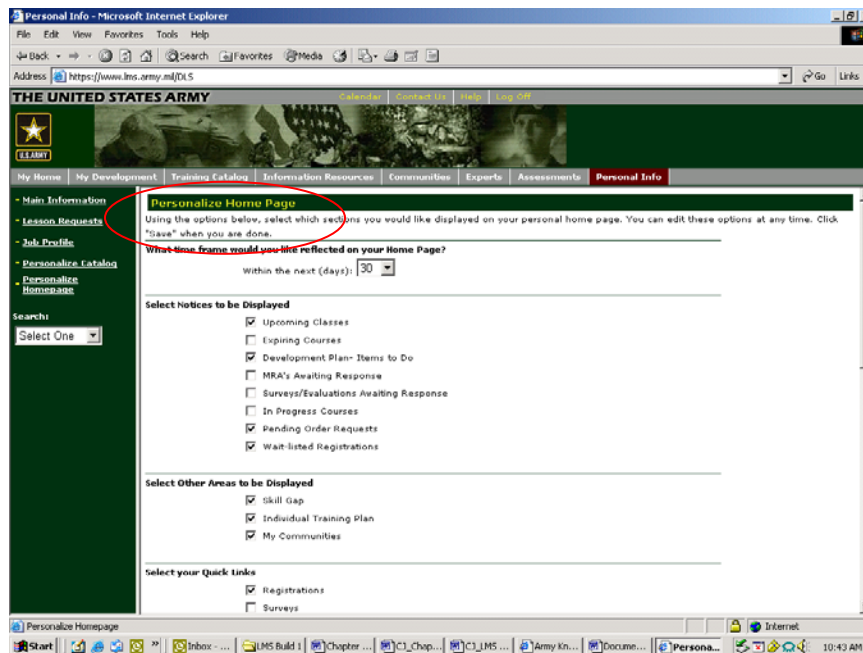
Country:

Work Area

In personalizing our Homepage, we have the opportunity to affect the information displayed in the following areas:

- **Planning Horizon:** This sets the timeframe in the future that the system will use for making notifications about upcoming items of interest. Ex: A 30-day horizon will cause all upcoming scheduled events for the next month to be displayed.
- **Configure Notices:** Notices are upcoming events or tasks that require timely attention.
- **Information Areas: (Other areas to be Displayed):** Includes Skill Gap, Individual Training Plan (ITP), Communities, etc. You will see and learn more about these terms as training unfolds.
- **Quick Links:** This allows you to place certain favorite links in the Left Navigation Bar of your Homepage.

The Learner checks and un-checks boxes to create the Homepage information he wants to see. A checked box will display that information on the Homepage. Note that the Save button is on the extreme bottom lower right corner.



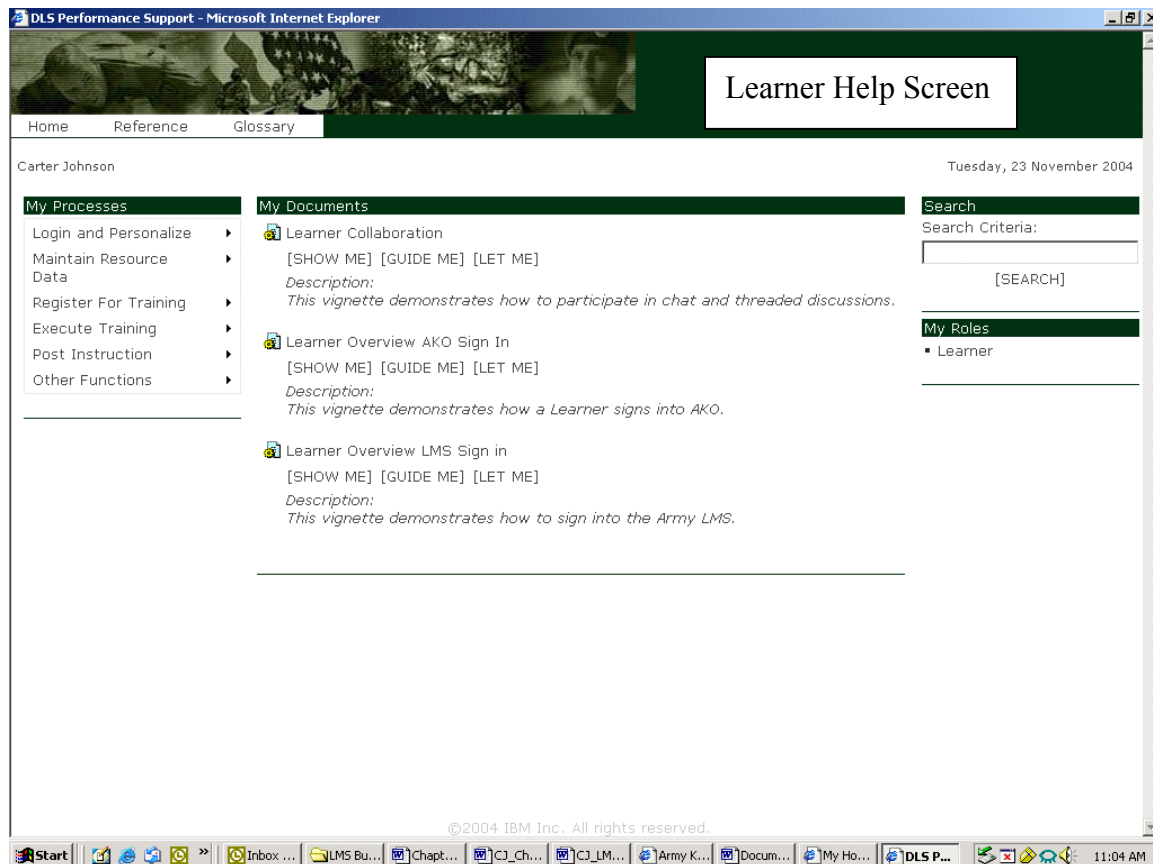
Once the personalizing of the homepage is completed, the user can begin the training registration, management and scheduling functions within the LMS. At any point in time, the user is able to return to the LMS Homepage Default page by clicking on the “My Home” link.

1.3.5 User Help

The user locates and selects his Role from the “My Roles” list to filter the available Help Resources to those functions for which that Role is responsible. Roles are assigned by the activity Systems Administrator. Each user gets the Learner Role as his default Help screen. As additional roles are assigned, additional vignettes and documentation will be made available to assist in the performance of your role responsibilities. This introduction delineates the Help Resources available for Learners. Users will see the Learner vignettes in the My Documents portion of the Help Screen.

Vignettes are automated audio-visual tutorials that run a script or demonstration covering a particular topic or subject in the LMS. Vignettes come in three versions for each subject area:

- “Show Me” version, which runs through the demonstration while the user watches,
- “Guide Me” version, which provides a degree of interactivity for the same topic area, and
- “Let Me” version, which has the user perform the required actions unprompted, but provides corrective messages when needed.

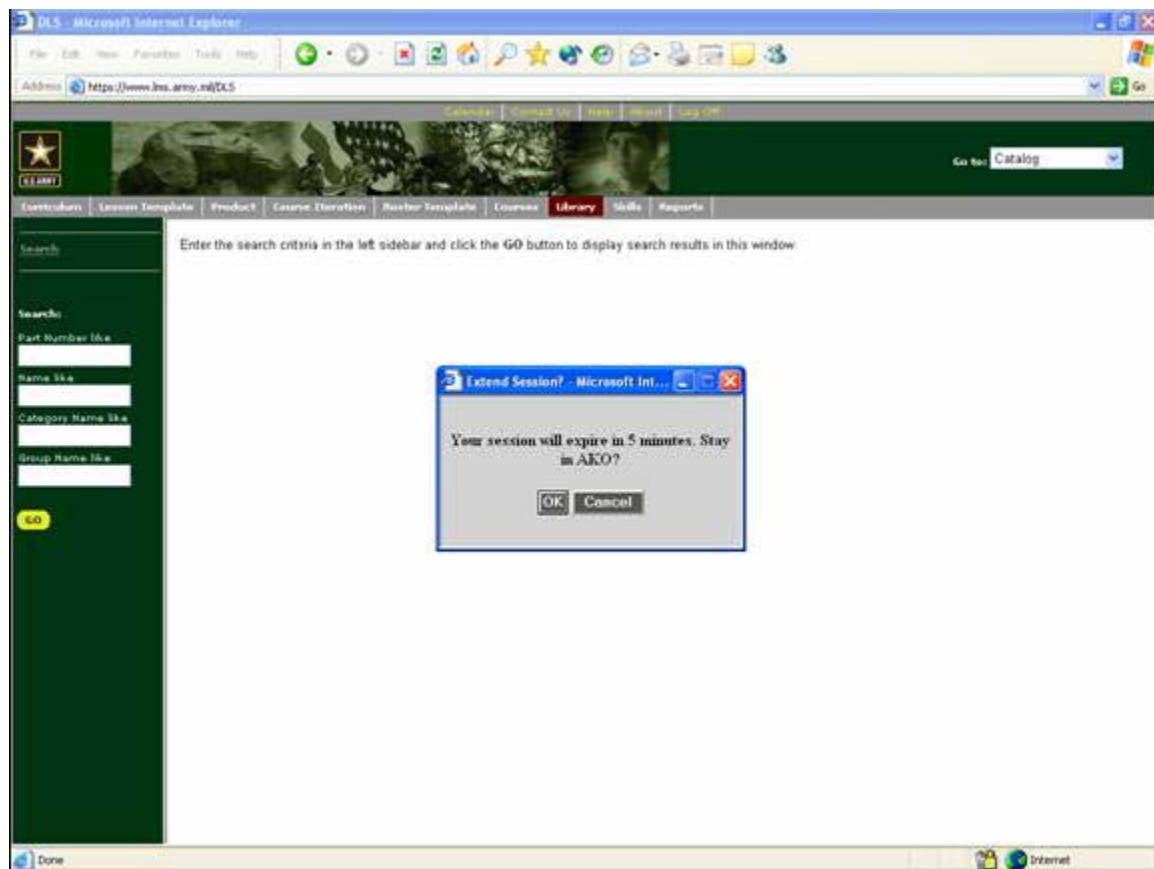


Note: Click on the specific role under **My Roles** to reveal the full range of vignettes and other documents available under **My Documents**.

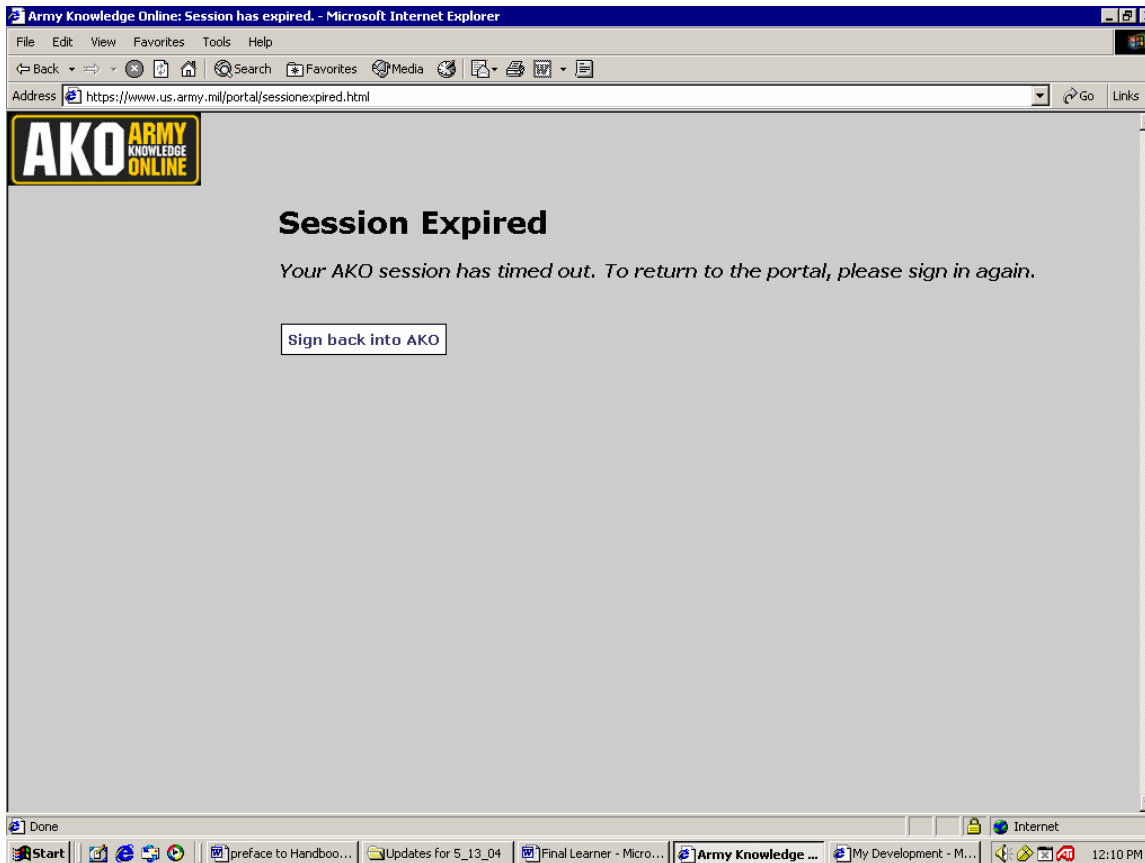
1.4 Other AKO/LMS Interface Considerations

Once the user logs into the LMS from the AKO “**Access the LMS**” link, AKO is still “open,” but it does not see any activity. The lack of activity will result in this warning message: “**Your session will expire in 5 minutes. Stay in AKO?**” You will be offered the opportunity to select “**OK**” to continue or “**Cancel**” to terminate the AKO session. If you still are working in the LMS, you need to select “**OK**”. If you do not, you will get the message above and will have to log back into AKO and the LMS. Depending upon what you were doing at the time, you could lose data and have to begin the last function or process all over if you had not saved your input.

Warning



If you should fail to see the message or do not elect to continue your AKO session by clicking the **OK** button in the previous screen, then you will see the following screen when you return to the AKO screen. Should you wish to re-enter the AKO website, simply click the **“Sign back into AKO”** button on the **“Session Expired”** screen. (See figure below.)



1.4.1 AKO Administrative Data

The LMS uses this data in a number of ways, most of which are transparent to the user; therefore it is very important that it be kept current. You must accomplish the inputs and updates of this information through AKO. Questions pertaining to updating your personal data should be addressed directly to AKO via their help function as shown below.

The screenshot shows the AKO Personalization Console in a Microsoft Internet Explorer browser window. The address bar shows the URL: https://www.us.army.mil/portal/html/customization/customization_profile.html?parentpage=2. The page title is 'Personalization Console' and the date is 'Friday 27 August 2004'. The user 'Robert Barclay' is logged in. The page has a navigation bar with links: Home, KCC, Inside AKO, Search, and a 'GO' button. Below the navigation bar is a sidebar with a list of links: AKO Services, AKO IM, AKO Chat, AKO Mail (7 New), AKO Discussions, White Pages, Reference, DA Pubs & Forms, User Guide, Community Map, My Communities, My Account, My Account Options, Change Password, Sponsor Mgmt, Register My CAC ID, Self-Service, My Personnel, My Benefits, My Finance, My Medical, My Education, My Training, Army Libraries, My Travel, My Legal, My Family, Antivirus Services, Army Communities, Special Staff FOA, and Comments. The main content area is titled 'AKO Account Information' and contains fields for User Name, Basic Branch, Functional Area/MOS2, Rank/Grade, Branch/MOS, AKO Email Address, Location (Zip Code, Organizational Unit Name, Organizational Unit Address), CAC information (CAC Common Name, CAC Valid From, CAC Valid To, CAC Serial Number, CAC Issuer), and Total Army Personnel Record (Name, Account Type, MOS, MOS2). A red arrow points to the 'My Account' link in the sidebar. Another red arrow points to the 'AKO Help link' in the top right corner of the page.

AKO
Help link

To update your AKO administrative data, login and click the My Account link that displays your account information. Change the applicable information and scroll down to the bottom and submit your changes.

If you have not updated your account information since it was initially established we recommend you do so immediately.

LEARNING MANAGEMENT SYSTEM

Chapter 2

Learner

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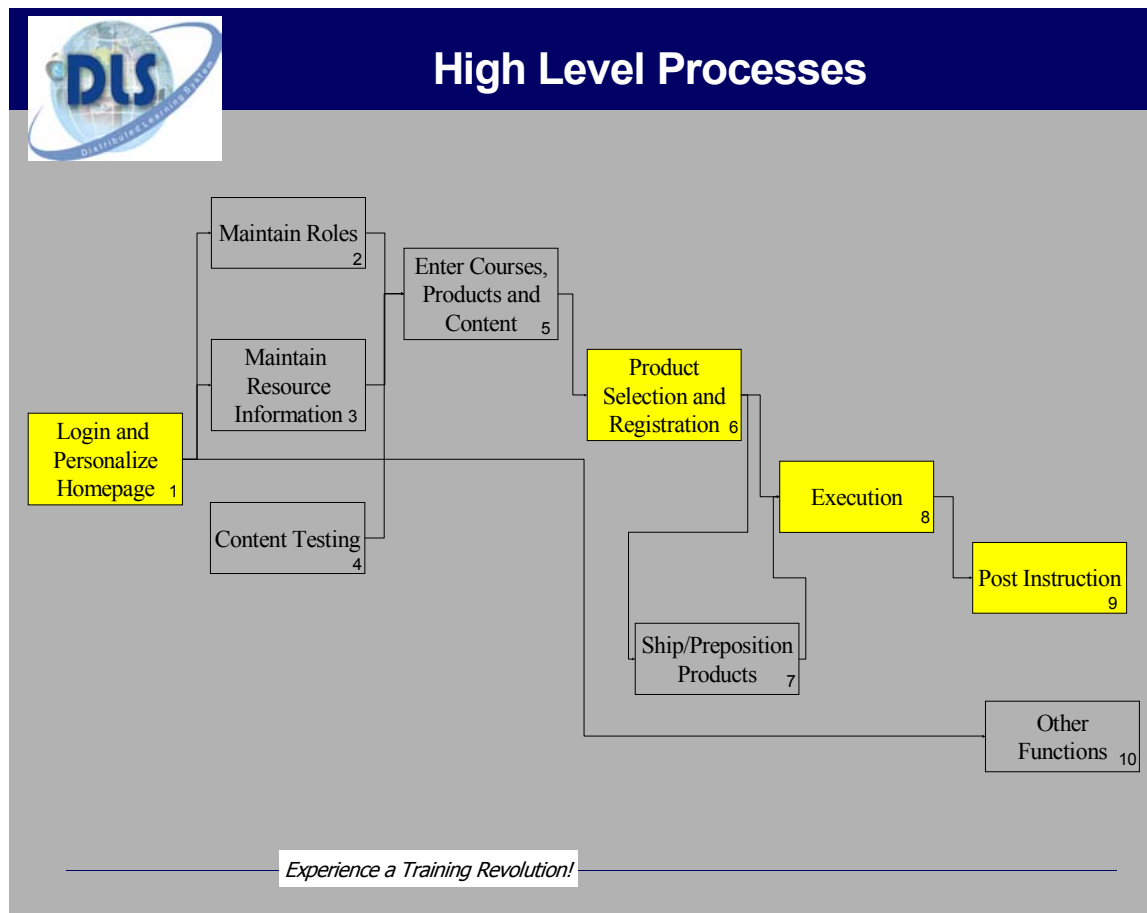
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Learner Functions within the LMS

2.1 Business Processes

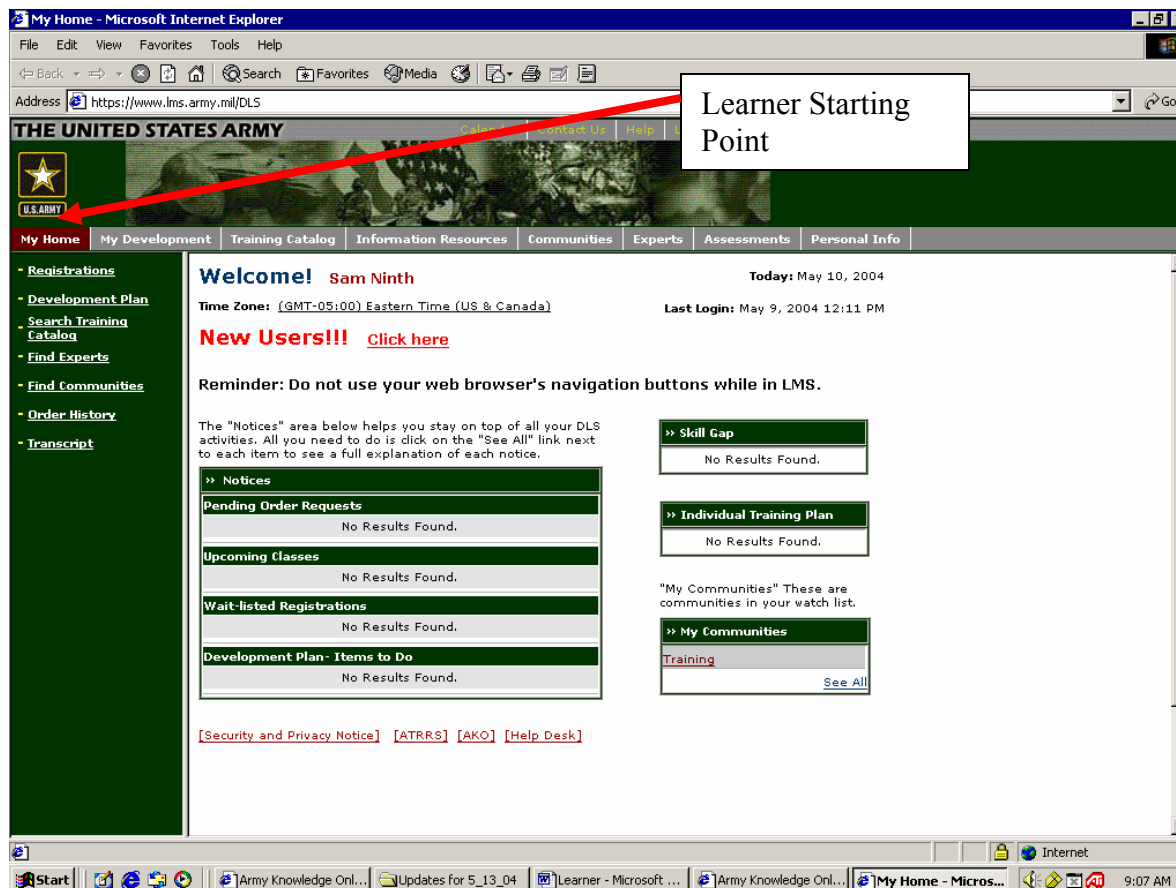
The high-level business processes are presented graphically below. The primary purpose of this handbook is to provide the user with the procedures required to successfully navigate these business processes as their particular role functionality dictates. Detailed information on the interactions and interfaces among and within each of the business processes can be located within the Training Standard Operating Procedures (SOP) Manual. This manual is located at www.

This Learner section will present the steps required for System Login and Personalize the LMS homepage; Product Selection and Registration; Execute Training; and Post Instruction requirements.



2.2 The Starting Point

Everyone in the Army, both military and civilian, is a Learner. Supporting the Learner from inside and outside the LMS are several other roles that are outlined in Appendix A. In order to understand the LMS and support the Learner, these other roles, in addition to the Learner role, **must** begin here in order to understand the common or core LMS functions.



Note: If you have experienced problems with the login and personalization of the LMS homepage, please review the instructions in [Chapter 1, Getting Started](#).

2.3 Before You Begin

Please attend to these few housekeeping matters before using the LMS for the first time. They are intended to make your training experience a rewarding one, as well as to avoid unnecessary disruptions in your training activity.

2.3.1 Changing Browser Settings

Changing browser settings is a task that is performed outside of the LMS system. It involves configuring the default settings in the browser such as font, security, etc.

Open the Internet browser. Select the Internet Explorer icon “e” or Netscape logo, as appropriate, in the task bar at the bottom of your screen. You may also click on **Start, Programs,** and **Internet** in succession.

- Click on **Tools** in the task bar menu at the top of the screen.
- Click on **Internet Options** in the drop-down menu.
- Click on the **General** tab.
- Set a Web page to use as your Home page, the number of days to keep Web sites you have visited in the History folder, and the font and color that text will be displayed. You can also view the files and cookies that are maintained in the temporary Internet Files folder by clicking on Settings under Temporary Internet files. You can choose to delete these files.
- Other tabs allow you to set the levels of security and privacy for your computer.
- Click on **OK** when you have finished returning to your browser’s opening screen.

2.3.2 Disabling the Pop-Up Blocker

Many Windows-based systems have Pop-up stopper software installed and running in the background. The intent of this is to prevent annoying commercial pop-up messages from appearing and disrupting work. However, the LMS uses this feature for many of the screens that are activated during normal operations in the system. Pop-up stopper software will prevent these screens from being visible and makes training products, in some cases, impossible to execute. If you have Pop-up stopper software activated, disable it.

2.4 An Important Note about the Modules

As the table on the following page shows, the Learner role has a single module only, **My Home**. All other roles have additional modules, but all roles include the basic **My Home** module. For all but the Learner, who will not see this drop-down box on his or her screen, the various modules are accessed via the **Go to:** drop-down menu (see figure below) found at the upper right of the LMS screen. For all other roles, you return to the basic Homepage screen by using the **My Home** link in the **Go to:** drop-down menu.

The common or core functions ([Chapter 1, LMS Introduction](#)), with few exceptions, are not repeated in subsequent chapters of the LMS Handbook.

THE UNITED STATES ARMY [Calendar](#) [Contact Us](#) [Help](#) [Log Off](#)

Go to: [My Home](#)

[My Home](#) [My Development](#) [Training Catalog](#) [Information Resources](#) [Communities](#) [Experts](#) [Assessments](#) [Performance](#)

Registrations [View Transcript](#)

Completed Registrations are moved to the Transcript page. Click on the View Transcript link above to see your Transcript.

Date Request	Title	Category	Location	Date	Status	Score	Content	Action
4/17/04	00-ATRRSManaged	Web Based			Open - Confirmed			View Exchange Results Mark Complete Discuss Launch/Join
2/26/04	12B10_TRACK_1_CONTENT_2	Web Based			Open - Confirmed			View Exchange Results Mark Complete Discuss Launch/Join
2/20/04	EADC	Web Based			Open - Confirmed			View Exchange Results Mark Complete Discuss Launch/Join

[View/Manage Your Course Iterations](#)

Action Icon Key

- [View Results](#)
- [Exchange Results](#)
- [Mark Complete](#)
- [Discuss](#)
- [Launch/Join](#)
- [Cancel Enrollment](#)
- [Chat](#)
- [Order Details](#)

In this chapter, you will build on the functions that you learned in Chapter 1 to obtain a greater understanding of the LMS and the system functions you will use in the role of a Learner. Listed below is the "My Home" module that is accessible in the LMS for the Learner role, together with the Tabs (from the gray Horizontal Tab Bar), associated with that module, and the links located in the Left Navigation Bar associated with each Tab. This Chapter along with Chapter 1 is the foundation for all LMS roles. Therefore, it is imperative that you understand its contents before using the LMS and/or proceeding to the chapter that covers your additional role(s).

MODULE	TAB	LINK
My Home This module (the default module for all users) allows you to view your training information including transcript and registrations, as well as search the catalog and launch collaboration functions.	My Home	Registrations Development Plan Search Training Catalog Find Experts Find Communities Order History Transcript
	My Development	Registrations Transcript Skills Skill Gap Development Plan Course Progression Individual Training Plan
	Training Catalog	Search (Full Catalog & Lesson Only)
	Information Resources	AKO link
	Communities	Communities of Practice Personal Communities Q & A People Online Search
	Experts	Find Subject Matter Experts Communities in which I am an Expert Search
	Assessments	Critiques
	Personal Info	Main Information Lesson Requests Job Profile Personalize Catalog Personalize Homepage Search (Order History)

2.5 Viewing Resource (Equipment and Facility) Calendars

Note: This function is performed OUTSIDE of the LMS application with the support of the installation Digital Training Facility (DTF) & DL POCs. Depending on DTF usage priorities, Learners may be able to schedule a seat in a DLS DTF to make use of the wide area network access to training products and information sources they provide. For DLS Facilities, Learners can contact the Manager of the DTF nearest them, who will use (and have access rights to) the LMS scheduling feature to reserve a DTF seat at the requested date and time, if they are available. To find the nearest DTF near you, go to the Distributed Learning System web site at www.dls.army.mil, click **Installations** on the Left Navigation Bar, and then click **DTFs & DL POCs**.

2.6 Product Selection and Registration

Learner registration is the process of associating an individual Learner by name with a planned Course offering. It is the Army's intent that Lesson-level registration will become a common practice for the conduct of Army training. To some training managers, the term *Registration* is used synonymously with *reservation*, but the terms connote a subtle difference. Registration refers to Learners (people) and reservation is used with things-- Facilities, Resources, etc. ATRRS makes use of the term reservation in its messages and definitions, but LMS terminology generally uses the word *schedule* to connote this concept. Another related term, *enrollment*, has a distinctive meaning in the LMS. It signifies either the arrival of a Learner at a designated resident location, prepared for training, or to the self-initiation of training by a Learner, (e.g. launching Courseware), in a DL context.

One way of determining categories training types is by looking at the source for the training requirement. In the LMS, training management procedures, most notably registration, differ somewhat, depending on *who* is requiring a Learner's training to occur. Looked at this way, training breaks into three categories:

- Command Originated Training- Training assigned by a Learner's Unit Training Manager or Learning Approver in his unit.
- Self-Directed Training- Training that the Learner seeks out of his own initiative, whether for professional or self-development.
- Quota-Managed or Directed Training- Training that is centrally managed at the Army level in response to Proponent and overall Army needs, usually managed by ATRRS.

2.6.1 Command Registration

One of the principal responsibilities for Army leaders is the training of their soldiers (and civilians). The LMS provides unit leadership with a valuable, even revolutionary, new tool for conducting individual training in units. Using these features, the unit leader, once formally appointed or designated as a Unit Training Manager (UTM) in the LMS, can access a subordinate's detailed training records and note what specific skills he is lacking or pinpoint weaknesses, based upon his past, recorded examinations and assessments. He/she can then cross-reference the skill or subject to Lessons or Products containing the appropriate training material, and schedule the subordinate to take the training. Depending on the degree to which his unit has placed local training Resources under management of the LMS, scheduling the block of instruction (training Lesson or Product) can include the reservation of a Facility or other Resources, such as training aids, paper products, and Equipment. Specific procedures for LA/UTM performance of Command Registration requirements are provided in Chapter 6, "Learning Approver/Unit Training Manager" user handbook.

2.6.2 Self-Registration for Training

Within the Course Catalog, users may find Courses that are designated for self-development. This means that individuals may register themselves for those Courses or command-designated UTM/LAs may register them by proxy.

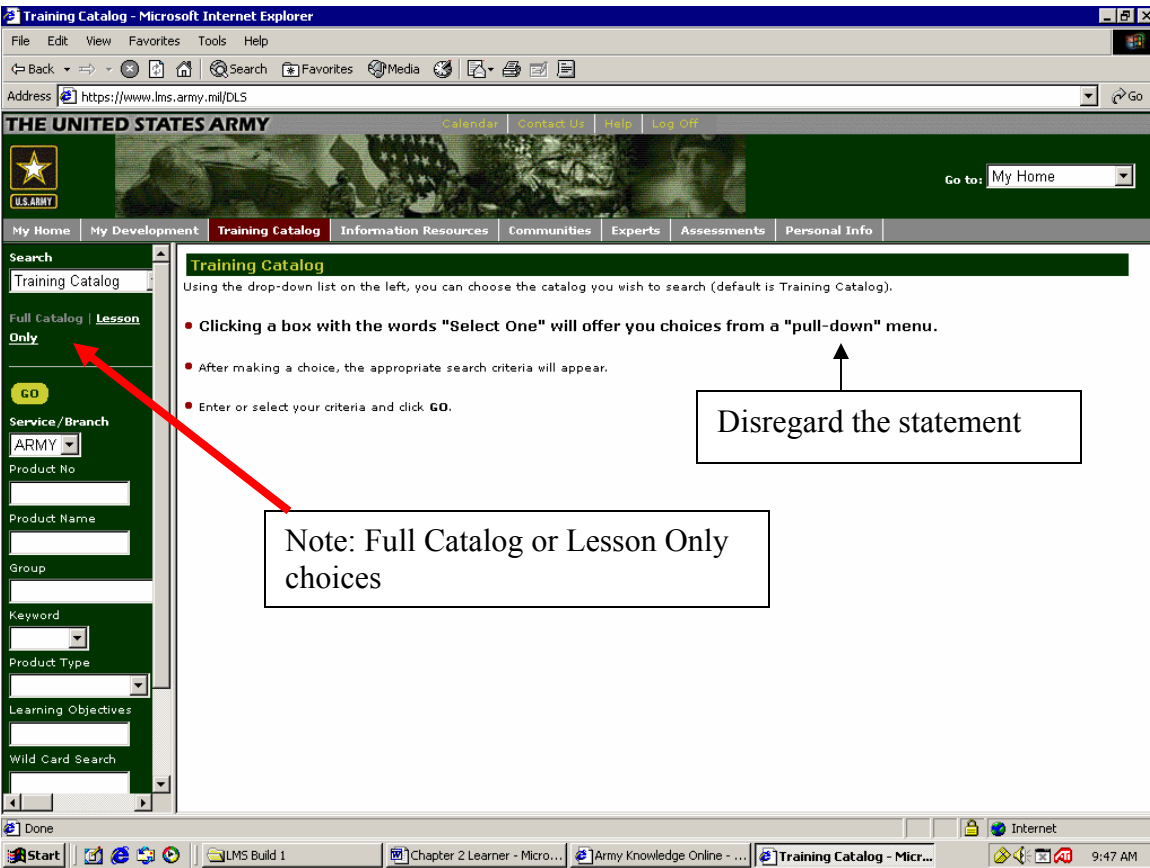
2.6.3 Registration Through ATTRS

Registration for training that is quota-managed or HQDA-directed, whether in DL format or not, differs from self-directed training mainly in the Role of the actor performing the functions. For this centrally managed or directed training, the process is performed in ATTRS, and then is imported into the LMS through the interface.

2.6.4 Common Registration

The Training Catalog functions allow you to search available learning offerings (courses and products) using a variety of criteria, including name, Military Occupational Specialty (MOS), skill level, and location. It provides descriptions, availability and schedule information, as well as automated links to Registration. This includes training shortfalls and knowledge gaps based on requirements and the Learner's training history.

Your LMS homepage has a Training Catalog link on the Left Navigation Bar, where you can perform searches for courses, products, and lessons. You would perform searches if you wanted to register for a course, product, or lesson or view the details of the course, product, or lesson (to personalize your searches, refer to Chapter 1).



You may conduct searches on **Full Catalog** (courses, products, and lessons) or **Lesson Only** from the following criteria:

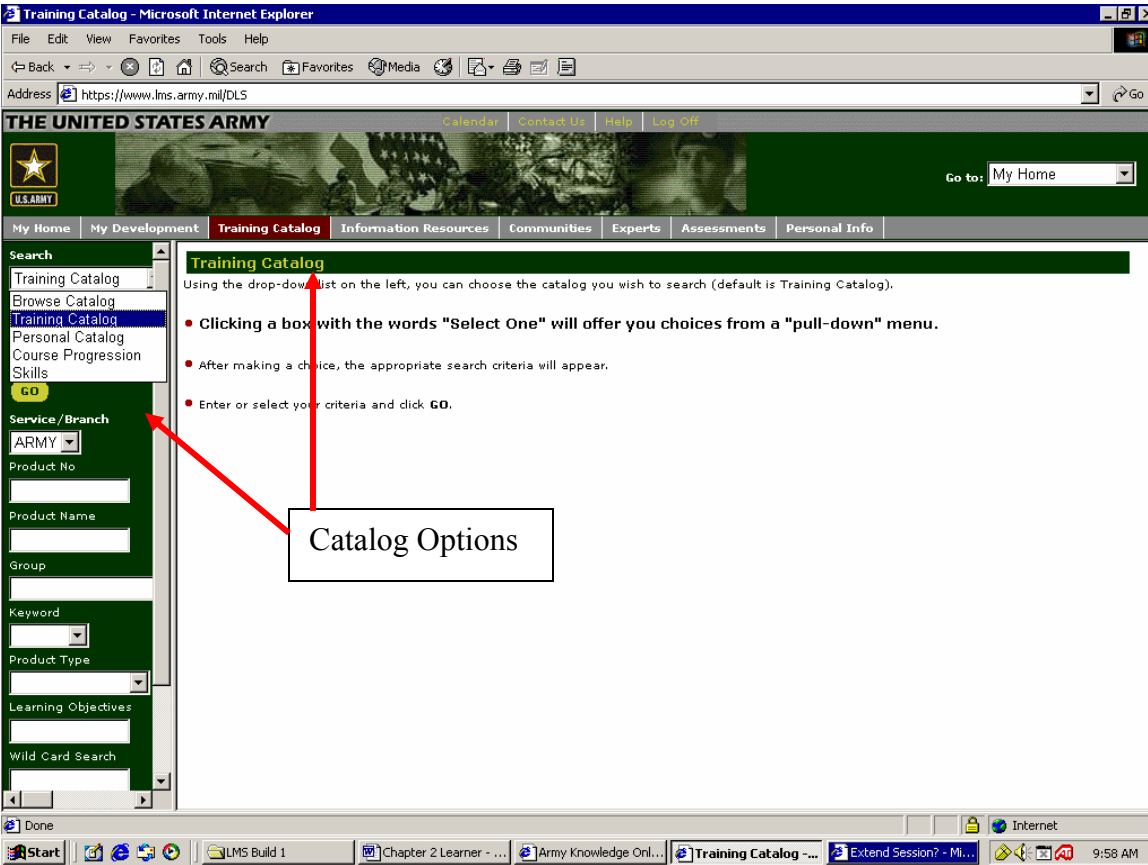
Fields in Full Catalog Search	Fields in Lesson-Only Search
Service/Branch	Lesson Title (Product Name)
Product Number	Lesson Template Number
Product Name (Course, Lesson, or Product)	Group (Organizations)
Group (Organizations from drop-down menu)	Keyword (drop-down selection)
Keyword (drop-down selection)	Location (Post or City)
Product Type (Media from drop-down menu)	Building
Lesson Objectives	Start Date After (Calendar Pick Tool)
Wild Card Search (Initial letter(s) or blank)	Start Date Before (Calendar Pick Tool)
Proponent Code (Code of Proponent School responsible for product)	
Proponent Name	

Note: If you do not specify “**Lesson Only**”, your search results will contain all categories intermixed in the Search Results window. The LMS displays the results of your search after you have entered your search criteria in the search text box(es) in the Left Navigation Bar and clicked **GO**. The system will return the items matching your search criteria in the Search Results window. If your search returns a large number of results, you may want to refine your search by defining more search categories. Your MOS/Area of Concentration (AOC) and role may limit

your search results. You can view the details of the product or course, print the results of your search, or request registration.

Searching allows you to locate education/training offerings and create registration requests. In addition, managers can search for learning offerings and create registrations on your behalf. Managers can also use the search to find items to put into learners' development plans. You access the Catalog by either of the following methods.

- Click the “**Training Catalog**” tab on the Gray Horizontal Tab Bar.
- Click the drop-down menu with the default selection of Training Catalog in the Left Navigation Bar to display your Catalog options.



Based on the catalog options, you will have the ability to enter search criteria and click "GO" to return a set of possible matches to your search criteria. The default, and most common method of searching, will be the Training Catalog search option.

Catalog Option	Description
Browse the Catalog	Selecting this menu choice automatically lists catalog categories in the Left Navigation Bar. Clicking each underlined category will show subcategories that can

Catalog Option	Description
	be clicked to display the search results in the main window. Clicking the "+" and "-" symbols will expand or collapse the categories tree.
Training Catalog	This is the default choice when you display the Training Catalog page. Selecting this menu choice and clicking GO will display all items in the catalog. You can filter the items displayed by using the search fields in the Left Navigation Bar, which will display only items that fit the criteria you enter. You can also click the Lesson Only link at the top of the Left Navigation Bar to search only for lessons instead of all the items in the full catalog.
Personal Catalog	Selecting Personal Catalog from the Search drop-down menu will restrict the search results according to the preferences you selected when you created a personal catalog. Click " GO " to show the search results.
Course Progression	Selecting this menu choice from the Search drop-down menu allows you to list courses in the search results page. Using the search fields in the Left Navigation Bar, you can narrow the search to a specific course version or to courses that are available from a certain date. Click " GO " to show the search results.
Skills	Selecting this menu choice from the Search drop-down menu allows you to list skills in the search results page. You can click the skill title to see detail information and a description. Clicking the View All link in the Learning Suggestions column displays a list of learning items that you can complete to gain the skill at a certain level. Clicking the Community icon displays information about communities that can offer assistance in gaining the skill. Click " GO " to show the search results.

You can view product details, lesson details, or course details and personalize your training search. We'll look at each of the three in turn, beginning with viewing product details.

2.7 Viewing Training Catalog Details

Given a successful search of the Training Catalog, it may be necessary to obtain additional information (details) of the Product (which includes courses, phases, modules, and lessons) your search provided.

Information like: the length or duration of a lesson; if manager (Learning Approver or Unit Training Manager) approval is required prior to registration; a list all of the modules and lessons included in a course; and what requirements (prerequisites) if any, exist and must be met before starting. These and other details can be found by following the steps below.

Sample Training Catalog Search Results

Training Catalog - Microsoft Internet Explorer

Address: <https://www.lms.army.mil/DLS>

THE UNITED STATES ARMY

Go to: My Home

My Home | My Development | **Training Catalog** | Information Resources | Communities | Experts | Assessments | Personal Info

Search Results: 166 found

Click for more details.

Register	Title	Lesson Template Number	Lesson Number	Location	Building	Start Date	End Date	Language	Seats Avail	Waitlist Avail	Ma
+	58PTGC COMPREHENSIVE	58PTGCCOM	001621	CHEMICAL SCHOOL FT LEONARD WOOD, MO		12/20/04	12/24/04	English	3	48	
+	Civil Disturbance	LW 208	001407	NCO ACADEMY - FT LEONARD WOOD		3/10/05	3/10/05	English	4	9999	
+	DTF Reservation	DTFR-001	001031	CHEMICAL SCHOOL FT LEONARD WOOD, MO		3/7/05	3/7/05	English	13	22	
+	DTF Reservation	DTFR-001	001032	CHEMICAL SCHOOL FT LEONARD WOOD, MO		5/16/05	5/16/05	English	14	23	
+	DTF Reservation	DTFR-001	001033	CHEMICAL SCHOOL FT LEONARD WOOD, MO		9/12/05	9/12/05	English	22	23	

To view the details of an item in the Training Catalog just click the title of the item under the **Title** column as shown above.

Sample Training Catalog Lesson Details

Training Catalog - Microsoft Internet Explorer

Address: <https://www.lms.army.mil/DLS>

THE UNITED STATES ARMY

My Home | My Development | **Training Catalog** | Information Resources | Communities | Experts | Assessments | Personal Info

Lesson Template Details

Title: RESPIRATORY THERAPY EQUIPMENT **Lesson Template Number:** 6-8-C40 - MR21B03M - M

Lesson Group: CAS **Units:** 1

Manager Approval: No **Training Units:**

Duration (Hrs): 1

Abstract: Given appropriate respiratory equipment, evaluate equipment for serviceability and take corrective actions IAW references cited.

Proponent: Common

Attachments

Attachment Name	Attachment Type
No Results Found.	

Equivalents

Name	Number	Description
No Results Found.		

Prerequisites

Title	Met?	Required/Recommended
No Results Found.		

[Click for more details for RESPIRATORY THERAPY EQUIPMENT](#)

[Choose Lesson Time and Place](#)

[Add to Development Plan](#)

Information about the functions, supporting skills, and the knowledge taught, supported, or reinforced by the product above will be included as attachments to the product. Any job qualification and certification requirements addressed by the product will also be included as attachments. While viewing catalog details, you can request registration for the product or add it to your individual development plan (IDP).

2.8 Request Registration

If you wanted to take an education/training activity (e.g., course or product), then you must first request registration. There are two types of processes used to achieve this:

To register for an ATRRS-managed course you must use the ATRRS System. Most courses are listed in the catalog. If you attempt to register for an ATRRS-managed course, you will get the message: “You must use the ATRRS to register for this course.”

Registration for all other courses is accomplished through the LMS as described below.

2.8.1 ATRRS Registration

For the courses managed by ATRRS, you will be required to contact your Quota Manager. Your Unit Training Manager (UTM) or Learning Approver (LA) may also initiate the registration request.

The LMS verifies that you have met the prerequisites and any other elements of a profile established for the course or product. It also checks for availability of spaces in the course. You will be asked to confirm your reservation. If there is a physical product that requires shipping, you will be asked to confirm or change your address before any products can be shipped. (This does not permanently change your address in the LMS).

If approval is required, the LA is notified and the LMS waits for that approval. A Learner's LA is a designated member of the Learner's chain of command (for soldiers) or the Learner's supervisor (for civilians).

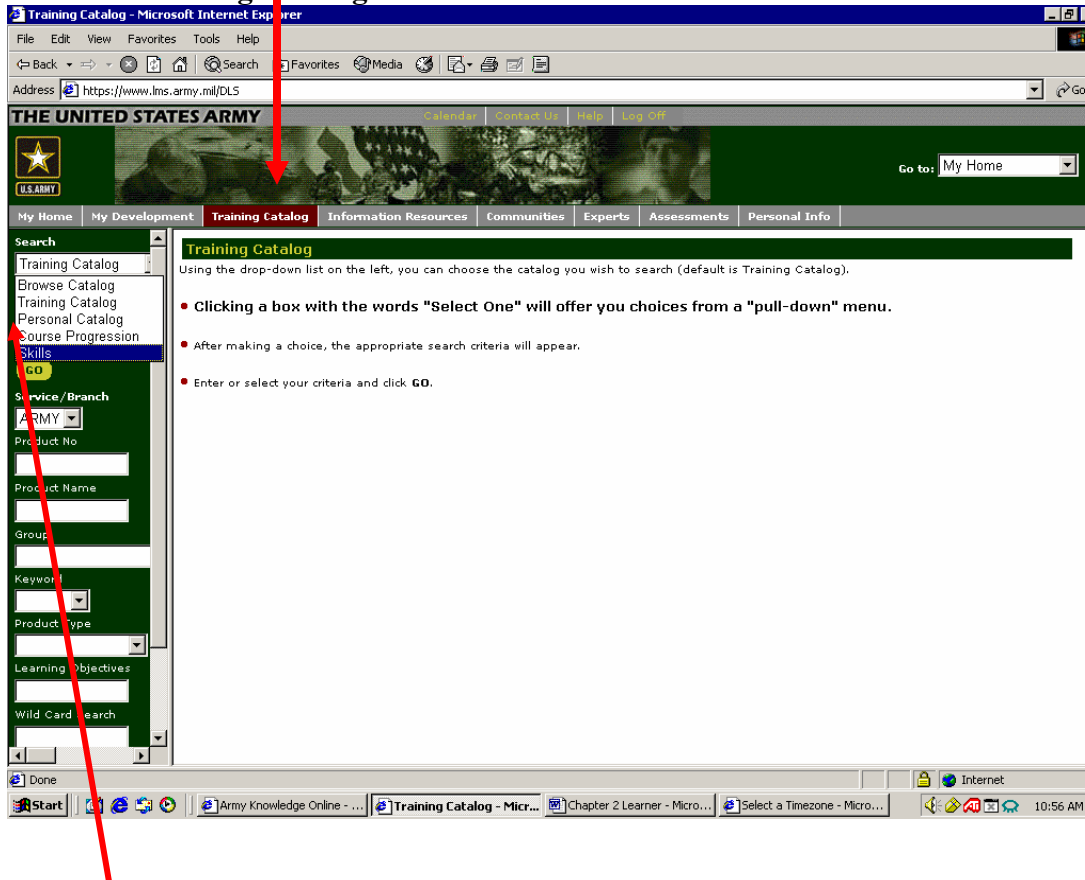
Once the registration request has been processed, there are three potential outcomes:

- The request is granted, you are registered for the course, and any shippable products are sent.
- The request is denied.
- You are placed on a waitlist for future registration.

2.8.2 Request Registration for a Catalog Item

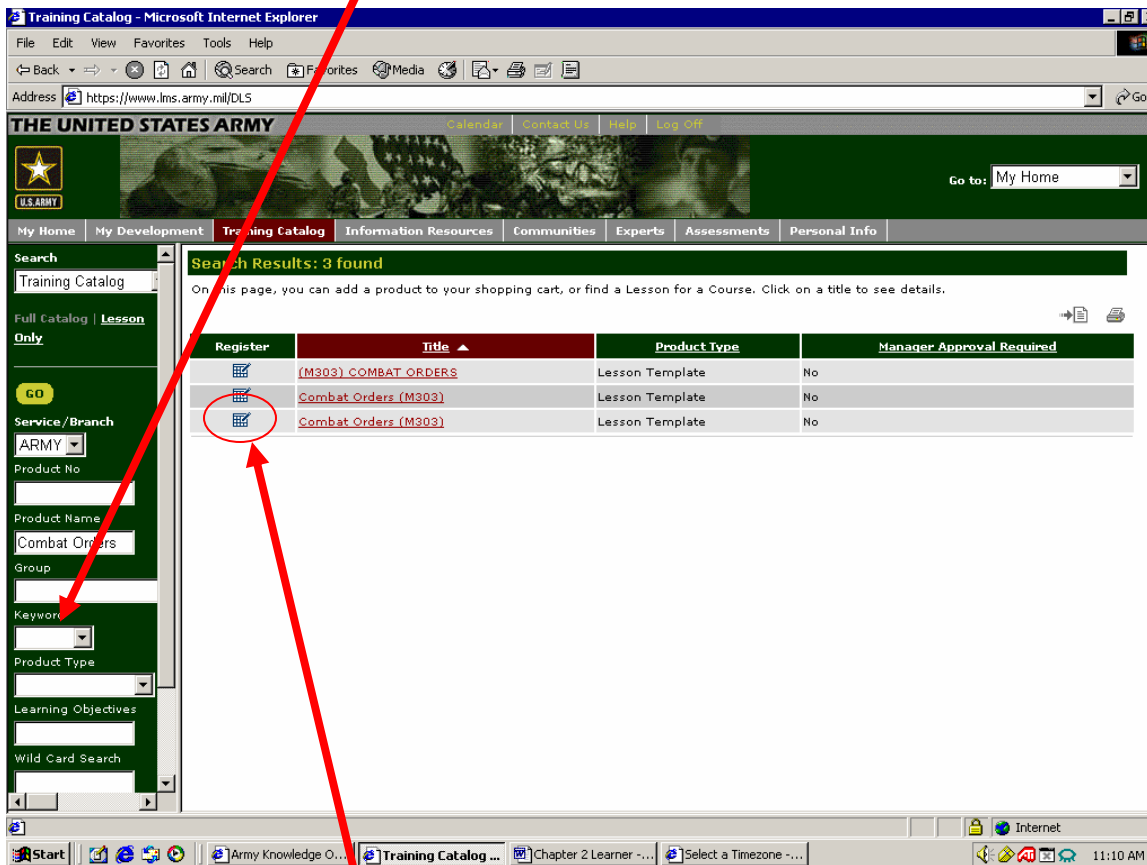
There are several ways for you to request registration. You may go to the Training Catalog, select the item, and request to register for it. Alternatively, you can select an item from your ITP and then make the request. To request registration for a catalog item:

1. Click the **Training Catalog** tab.

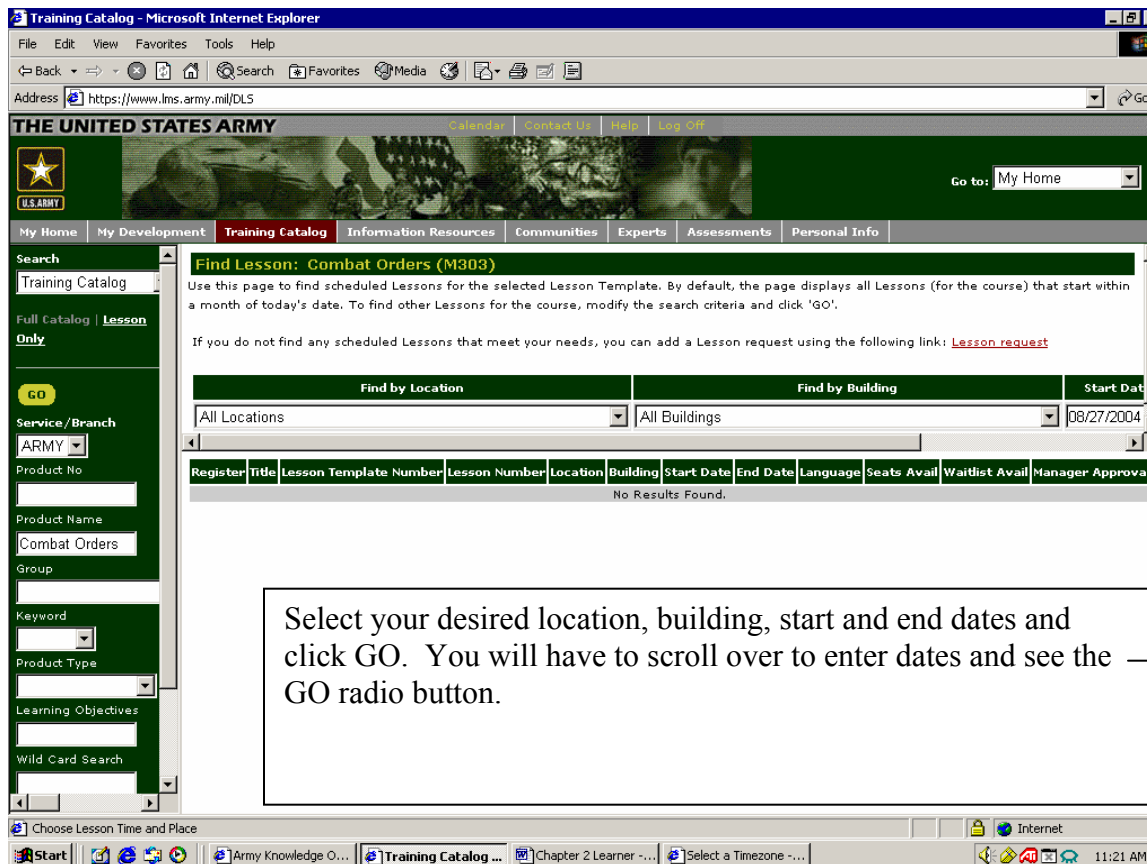


2. Select a catalog from the Catalog drop-down menu in the Left Navigation Bar.

3. Enter applicable search criteria in the fields in the Left Navigation Bar and click “GO”.



4. Click either the **calendar icon** immediately to the left of a product title or the product title itself to find an iteration of that lesson.



- If you click the "+" icon next to a product, the order receipt pop-up window will appear which shows the confirmation of your request (see the next step).
- If you click a “calendar” icon next to a lesson, the **Find a Lesson** page appears. Click the "+" icon next to a lesson to display the confirmation pop-up window and request the lesson (see the next step).

5. Click “**Submit**”.

Requested items appear on your **Registrations** page.

2.8.3 Waitlisted Registrations

Note: If you register for a lesson that has no seats available, you will be put on a waitlist. You can display all your waitlisted registrations on your My Home Welcome page by selecting the **Wait-listed Registrations** check box on the Personalize Home Page.


2.8.4 View Personal Registrations and Details

You can view the courses and products that you have registered for (both approved and requested) via the “My Development” tab. This is useful to manage your time schedule and plan future training and non-training events. Registration details include:

- Date of Request
- Title
- Category
- Location (for Instructor-led)
- Date (for Instructor-led only)
- Status
- Score
- Content (allows access to an online lesson).
- Action (includes canceling, launching, completing, chat/discuss, etc).

2.8.5 Cancel Registration

You can cancel approved registrations for self-directed courses through the Registrations page. You would cancel a registration if you were unable to attend the course or lesson. You must go through your Quota Manager to cancel ATRRS-managed courses

Before you can cancel a course or class, you must first navigate to the proper screen by first clicking the “**My Development**” tab and then the “**Registrations**” link in the Left Navigation Bar. In order to cancel a registration, first click the corresponding cancel icon  as shown below. The LMS will then prompt you to enter 2 codes for canceling the requested learning item from pre-defined lists as shown below. This will remove the item from your registration page, but you can still view the record of the order on your Request History page. You can cancel a registration for an entire course, phase, or module (if non-ATRRS managed) or for individual lessons or products. You can also cancel the ordered item from the order history detail link on your Order History page.

Canceling Registration – Step 1

My Development - Microsoft Internet Explorer

Address: <https://www.lms.army.mil/DLS>







THE UNITED STATES ARMY

Calendar | Contact Us | Help | Log Off

My Home | **My Development** | Training Catalog | Information Resources | Communities | Experts | Assessments | Personal Info









Registrations [View Transcript](#)

Completed Registrations are moved to the Transcript page. Click on the View Transcript link above to see your Transcript.

Date Request	Title	Category	Location	Date	Status	Score	Content	Action
2/27/04	CD Test Product Version: 2.0	CD			Delivered - Normal			
2/27/04	31W Combat Medic	Web Based			Open - Confirmed			
2/27/04	11830	Web Based			Open - Confirmed			
2/27/04	CD Test Product Version: 2.0	CD			Billed - Normal			
2/27/04	DTF Reservation	Lesson	NCO ACAD - EUSTIS (TRANS)	1/1/03-1/1/03	Open - Confirmed			
2/27/04	01 Test Lesson Template	Lesson	NCO ACAD - EUSTIS (TRANS)	1/1/03-1/1/03	Open - Confirmed			

View/Manage Your Course Iterations

Action Icon Key

-  Cancel Enrollment
-  View Results
-  View Exchange Results
-  Mark Complete
-  Chat
-  Discuss
-  Order Details
-  Launch/Join

The CANCEL icon

Canceling Registration – Step 2 (Reason and Output Codes)

The screenshot shows the 'My Development' web application in Microsoft Internet Explorer. The browser address bar displays 'https://www.lms.army.mil/DLS'. The page header includes 'THE UNITED STATES ARMY' and navigation links like 'Calendar', 'Contact Us', 'Help', and 'Log Off'. A 'Go to:' dropdown menu is set to 'My Home'.

The main navigation bar includes tabs: 'My Home', 'My Development' (selected), 'Training Catalog', 'Information Resources', 'Communities', 'Experts', 'Assessments', and 'Personal Info'. The left sidebar contains a 'My Development' section with links: 'Registrations', 'Transcript', 'Skills', 'Skills Gap', 'Development Plan', 'Course Progression', and 'Individual Training Plan'.

The 'Registrations' section is active, displaying a table of completed registrations. A modal dialog box titled 'Enter Withdrawal Reason' is open, prompting the user to enter a reason and an output code for withdrawal from a learning activity. The dialog includes a 'Select Reason Code' dropdown, a 'Select Output Code' dropdown, and 'Submit' and 'Cancel' buttons.

The background table shows the following data:

Date Request	Commanders	ATRS
2/24/04	Commanders	ATRS
2/20/04	EADC	
2/20/04	95B40 MPANC	
1/29/04	12B30 (Modul	
1/23/04	EADC	
1/23/04	EADC TEST	
1/9/04	Test 51R10	Web Based
10/29/03	Commandant's Time	Lesson

The 'View Transcript' section on the right shows a table with columns: 'Score', 'Content', and 'Action'. The 'Score' column displays '9.89' and '50.00'. The 'Content' column displays 'Open - Confirmed'. The 'Action' column contains icons for various actions.

The bottom of the screen shows the Windows taskbar with several open applications: 'Start', 'Internet Explorer', 'preface to Han...', 'Updates for S...', 'Final Learner - ...', 'Army Knowledg...', 'My Developmen...', and 'Enter Withdra...'. The system clock shows '11:06 AM'.

2.9 View Individual Training Plan

Accessing the Individual Training Plan function is through the “**My Development**” tab and then clicking the “**Individual Training Plan**” link in the Left Navigation Bar.

Individual Training Plan Analysis:

Target MOS/Career Field:

instructor (Additional Assigned Roles)

Does not apply to Learner Role

Course Required	Available From	Valid For (days)	Started On	Target Date	Acquired On	Expiration Date	Status	Version	Community
SIGNAL SUPPORT SYSTEMS SPECIALIST (101-31U40_1)	1/1/00								
SIGNAL SUPPORT SYSTEMS SPECIALIST BNCOC (101-31U30_2)	1/1/00								
SIGNAL SUPPORT SYSTEMS SUPERVISOR ANCOOC (101-31U40_2)	1/1/00								

The standard Individual Training Plan (ITP) for a given MOS/AOC and Career Field is accessible through the LMS. You would view an ITP if you wanted to know what learning items were required to accomplish a specific MOS/AOC or Career Field. You can use this if you are curious about a particular MOS or need to plan your learning path. The following information is available on your ITP page:

ITP DATA	EXPLANATION
Course Required	Title of course selected
Available From	First date course will be available
Valid For (days)	Number of days course will be available
Started On	Date you began the course
Target Date	Date you project to complete the course
Acquired On	Date you registered for the course
Expiration Date	Date course expires
Status	Your progression
Version	Tracking number assigned by a course manager

ITP DATA	EXPLANATION
Community	Where you can collaborate about the course

In addition, you may be able to navigate to the course, phase, module, lesson, description, skill level, examination, course equivalents, course substitutions, and support materials. While viewing the ITP, you can request registration for a course.

2.10 Managing Your Individual Training Plan (ITP)

Clicking the **Individual Training Plan** link in the Left Navigation Bar displays the ITP Analysis page that shows all the courses that are required by a specified role and their statuses. You can sort the courses by role and click the **Community** icon to find information on how to close the gap.

Note: This page does not list any courses assigned to you by your manager or that you assign to yourself. Those are displayed on your Courses page.

2.11 Training Delivery

The Training Delivery functions provide for the crediting of Learners; delivery of electronic training; monitoring of Learner progress; and post-instruction processing (posting grades and generating completion certificates). These functions allow the Instructors to perform numerous pre- and post-instruction activities. Your functions include:

- Launch Online Content
- Mark Self-Directed Products Complete

2.11.1 Launch Online Content

Clicking the Join/Launch icon (running man figure) in the Content column, will launch online content, a virtual classroom, or a virtual learning environment (VLE), depending on how the item has been designed.

If the online content is not trackable, you simply interact with it. If it is trackable, it will note your interactions, and can report your success or failure in learning the content, and can mark itself "complete" when you are finished, thereby moving itself from your Registrations page to your Transcript page.

If the content is presented as a virtual classroom, it will appear in the LMS Player and will be synchronized with an instructor-led lesson.

If the lesson is a VLE, it will be presented in a window designed by the provider of the learning experience, and may or may not include online content

2.11.2 Mark Self-Directed Products Complete

You must mark self-directed products, such as books, STPs, or CBTs, complete if you want them to appear in your training history. If the product has an online test, you do not have to mark it

complete—it will be marked complete when you pass the test. You can mark products complete from your Registrations page. Products associated with courses or instructor-led training may not allow you to mark it complete. If you do not have access to mark a course complete, no icon will appear in the Registrations page. As soon as you mark an item complete, it moves to your Transcript page. Once it moves to the Transcript, you can no longer mark the item complete, even if the item has been marked as complete without success.

However, from the Transcript page, you can continue to use launchable/downloadable content, and the LMS will continue to record results for the content in the Your Transcript area. The most recent results are always displayed as the current record in the Transcript. All previous records are stored on the History page, which can be accessed by clicking the History icon on the Transcript page.

2.11.3 Registration Page Actions:

The following items can be performed on the Registrations page, which can be found in one of two ways.

1. Click the “**My Development**” tab then the “Registration” link in the Left Navigation Bar, or
2. Click the default “**Registrations**” Quick link on the Left Navigation Bar of your Homepage

2.12 Collaboration

Note: Before reading this section we recommend viewing “Show Me” portion of the training vignette titled “Learner Collaboration”. You may also wish to view the “Guide Me” and “Let Me” vignette.

The Collaboration functions allow you to participate in chat sessions, threaded discussions, and community groups. A community is a place in the LMS where a group of peers can store attachments, link to URLs, and access experts for information. To access the Collaboration Services in the LMS, click on the “Communities” tab. You can participate in any community by adding that community to your watch list either by taking part in the discussions or by becoming an expert for the community.

Your functions include:

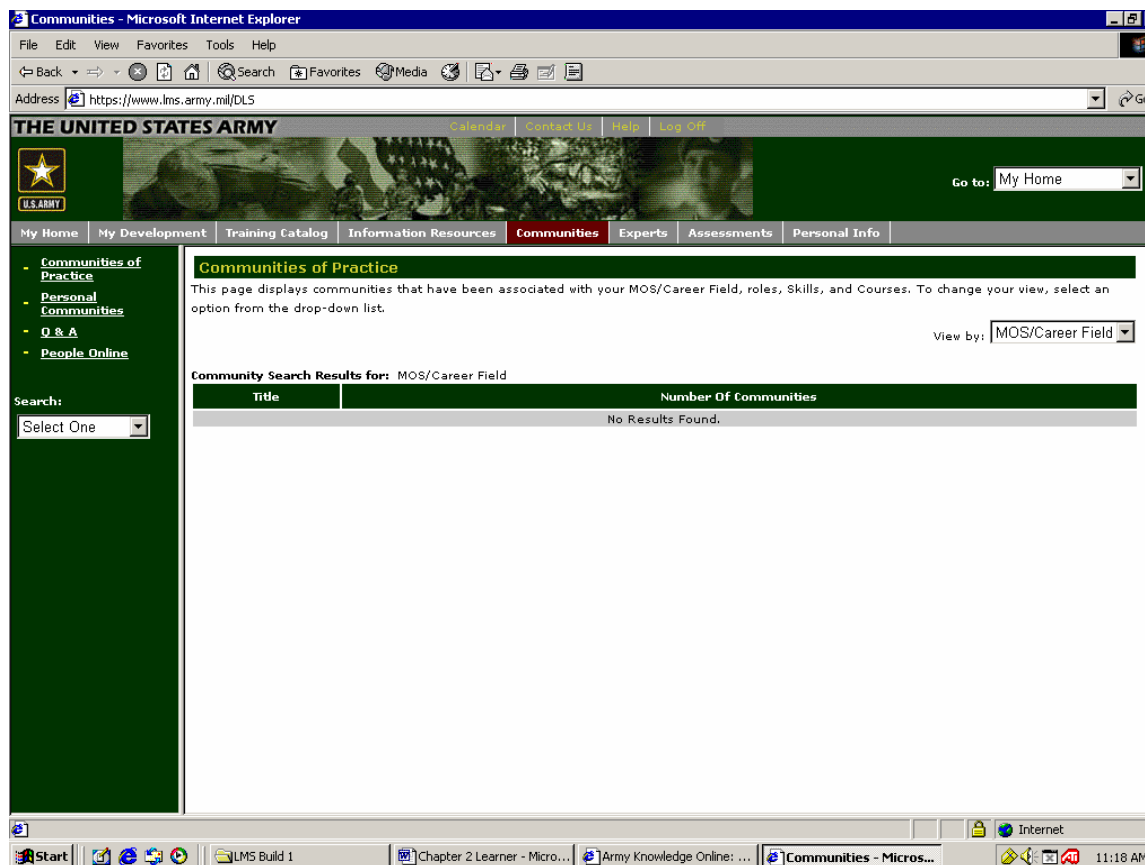
- Search for Communities
- Participate in Communities
- Initiate and Participate in Chat
- Initiate and Participate in Discussion Threads.

2.12.1 Search for Communities

Searching for a community is useful for those seeking to interact with peers or experts in some field of interest or related to the subject matter of the training in which they are engaged.

2.12.2 Search for and Participate in Communities

To search for and participate in communities, begin by clicking on the “Communities” tab in the My Home module. This displays the Communities of Practice page (and associated links in the Left Navigation Bar). Communities that are associated with your MOS/Career Field, roles, skills, or courses, if any, are displayed here.



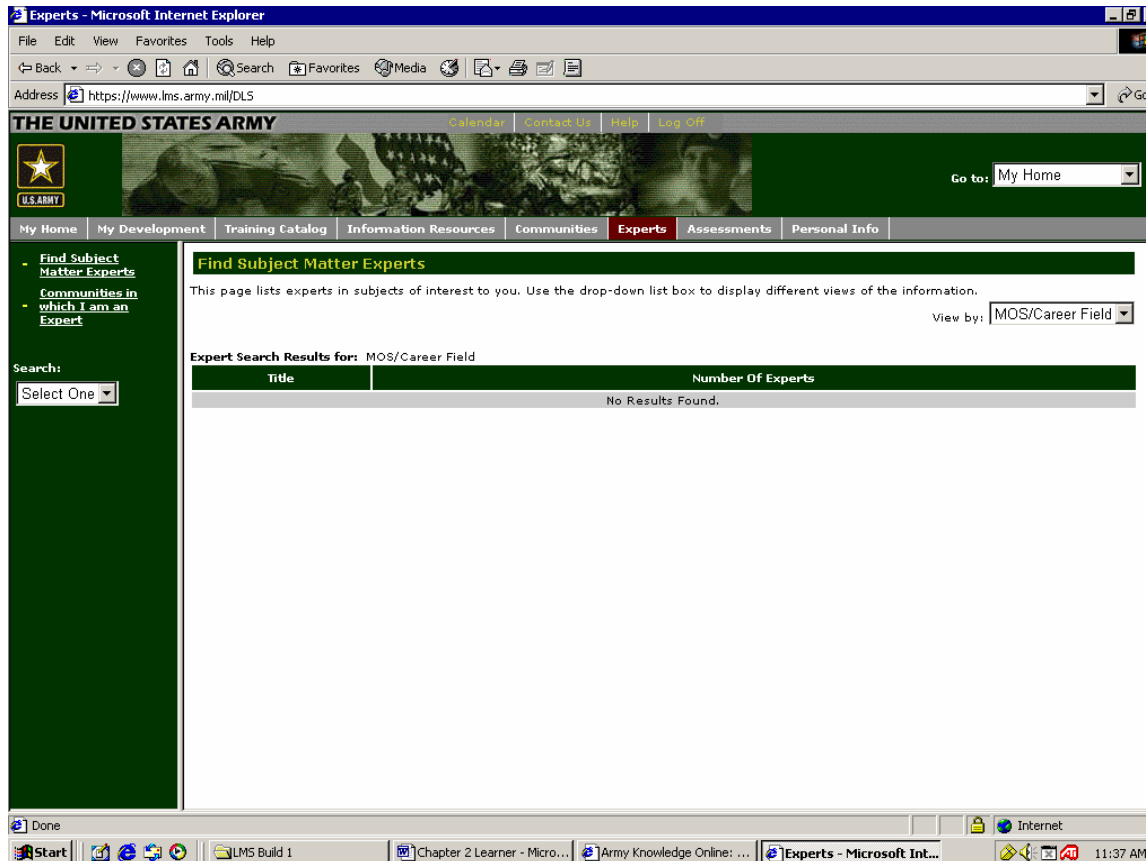
If no community appears in the Communities of Practice page, then you will need to perform the steps necessary to become a member of those communities in which you have an interest.

To view a community:

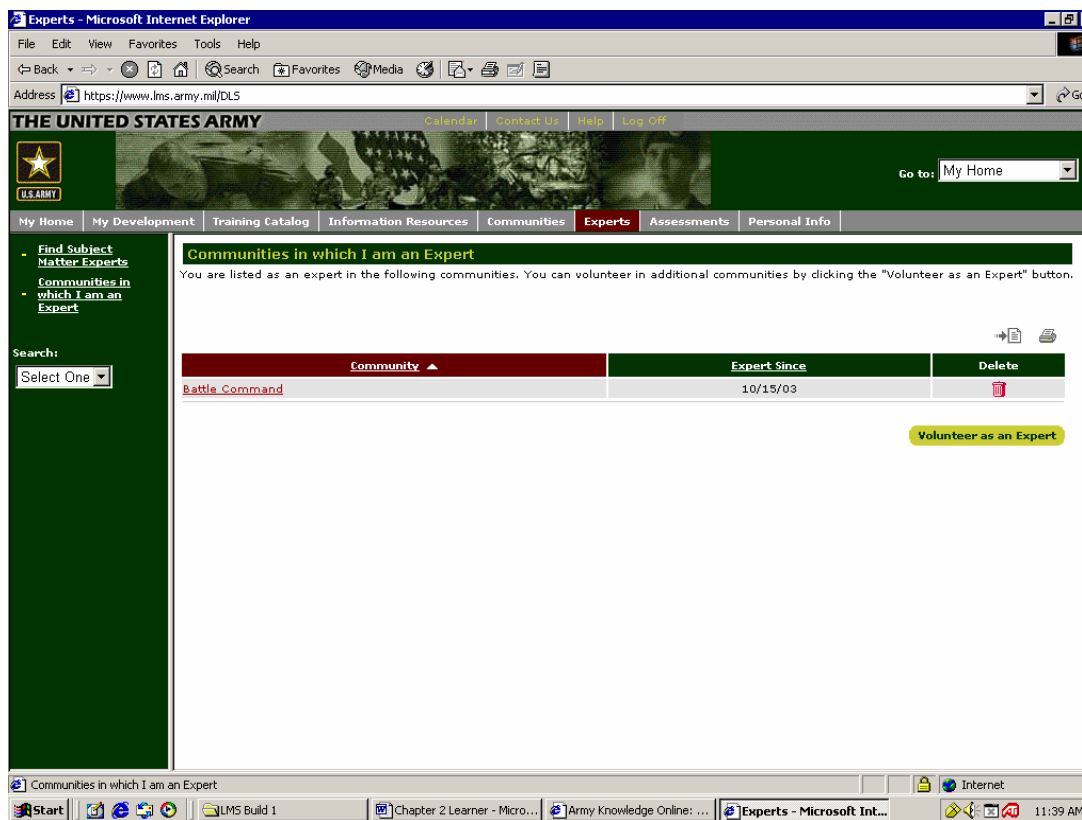
1. In the View by drop-down menu, select MOS/Career Field, role, course, or skill to search for a community associated with that group.
2. The Community Search Result section returns the following information if communities are found:
3. Title of the returned object that is associated with a community.
4. Number of communities associated with that object.
5. Click the “**View Communities**” link next to a title to display the list of communities associated with it. In the list of communities, you can:
6. Add a community to your watch list, by clicking the icon in the **Add to Watch List** column.

Note: If you are an expert in a community, it cannot be added to your watch list. Instead, the community is displayed in the “**Communities in which I am an Expert**” page in the Experts tab.

7. Click on the “**Experts**” tab in the Tab Bar.



8. Click on “**Communities in which I am an Expert**” link in the Left Navigation Bar. This action produces the “**Communities in which I am an Expert**” screen, showing all of the communities with which you are currently registered, if any. If no community appears, you will need to join those in which you have an interest.



9. Click on the community you wish to access, which displays the **Community Detail** window.

Experts - Microsoft Internet Explorer

Address: <https://www.lms.army.mil/DLS>

THE UNITED STATES ARMY

Go to:

My Home | My Development | Training Catalog | Information Resources | Communities | **Experts** | Assessments | Personal Info

Community Details

Community experts and attachments are listed below.

Name: Battle Command Administrator: [JERRY KEYS \(Jerry Keys\)](#)

Description: ABCS staff users

Community Actions: [Discussion Board](#) [Chat Room](#) [Q & A](#)

Community Experts

Name	Location	Phone	Expert Since	Delete
Kenneth Meadows		304-561-6423	7/24/04	Delete
Robert Barclay		804-734-1123	10/15/03	Delete
Sam Ninth	MANSCEN and Fort Leonard Wood	757-369-2894	4/29/04	Delete
Terry Ball	CORRESPONDENCE COURSES	254-285-6826	6/19/03	Delete

Community Attachments

Title	Type	Language	Created by	Created On	Delete
No Results Found.					

[Add Attachments](#)

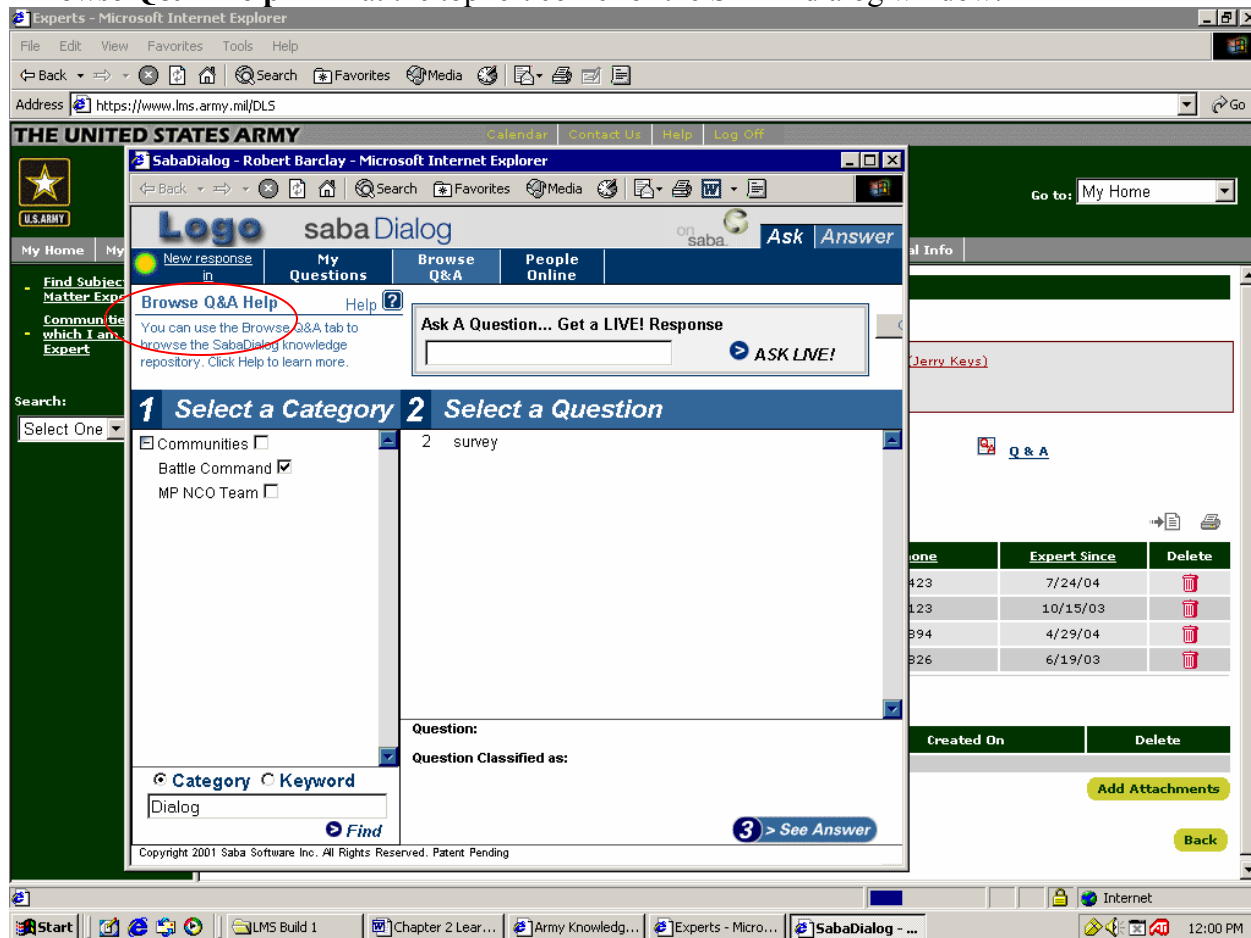
[Back](#)

Taskbar: Battle Command | LMS Build 1 | Chapter 2 Learner - Micro... | Army Knowledge Online: ... | Experts - Microsoft Int... | 11:53 AM

10. Send an email to the community administrator by clicking the administrator's name in the Name column.
11. Using the Communities Actions area at the top of the page, you participate in threaded discussions by clicking the **Discussion Board** link or enter an associated Chat room by clicking the **Chat Room** link.

You can submit questions to experts in your field by clicking the Q&A link, which produces the SABA dialog box for you to type your queries. To learn how to use the dialog box, Click on the

“Browse Q&A Help” link at the top left corner of the SABA dialog window.



2.12.4 Participate in Communities

When you participate in a community, you have these options:

- Chat (real time collaboration, better known as “instant messaging”)
- Discussion (which is organized by topics and which maintains a record of the discussion thread)
- Attachments (documents and other files added to the community which may be downloaded by the members)

While you may initiate chat or a discussion thread, the community administrator determines your ability to attach files.

Within a community, you can participate in discussions threads and chat sessions with persons in the same community. To access these, click on the corresponding links in the Community Details page.

2.13 Chat

Chat is an LMS component that allows users to instantly exchange messages. Chat rooms are available for:

- Catalog items
- Communities

2.13.1 Chat Rooms for Catalog Items

Each catalog item in the system has a chat room associated with it. Learners can use the Chat room instant messaging service to communicate with other learners who are registered for the catalog item.

Learners who have ordered a catalog item are granted access to the corresponding chat room once the order is confirmed. Chat rooms remain available after catalog items are completed or delivered.

2.13.2 Chat Rooms for Communities

Each community in the system has a chat room associated with it. The chat room for a community is available to all learners who are watching the community or are experts in the community. A chat room is available only for as long as its associated community exists.

2.14 Discussion Groups

Discussion is the LMS component that provides a persistent communication channel for interacting with other users. Discussions are available for every:

- Catalog item
- Community

2.14.1 Initiate and Participate in Chat

You can initiate or participate in synchronous, real-time collaboration (better known as “chat” or “instant messaging”), related to a course, product, or community. You can use the chat room to communicate with others who are registered for the course or product. Chat is also available for those who are participating in or are experts in a community. Once you are granted access to a chat room related to a course, product, or community, it will remain available even if the item has been marked complete. A chat room is automatically created when the course, product, or community is created.

2.14.2 Accessing Chat Rooms

There are two ways to access a chat room:

- You can access a chat room for a catalog item once an order for a catalog item is set to “confirmed”.
- Note: Chat rooms are not available for unconfirmed orders. You can access a chat room for every community in the system.

2.14.3 Accessing a Chat Room for a Catalog Item

Learners can access a chat room group for a catalog item via:

- The **Registrations** page
- The **Transcript** page

To access a chat room from the **Registrations** or **Transcript** page:

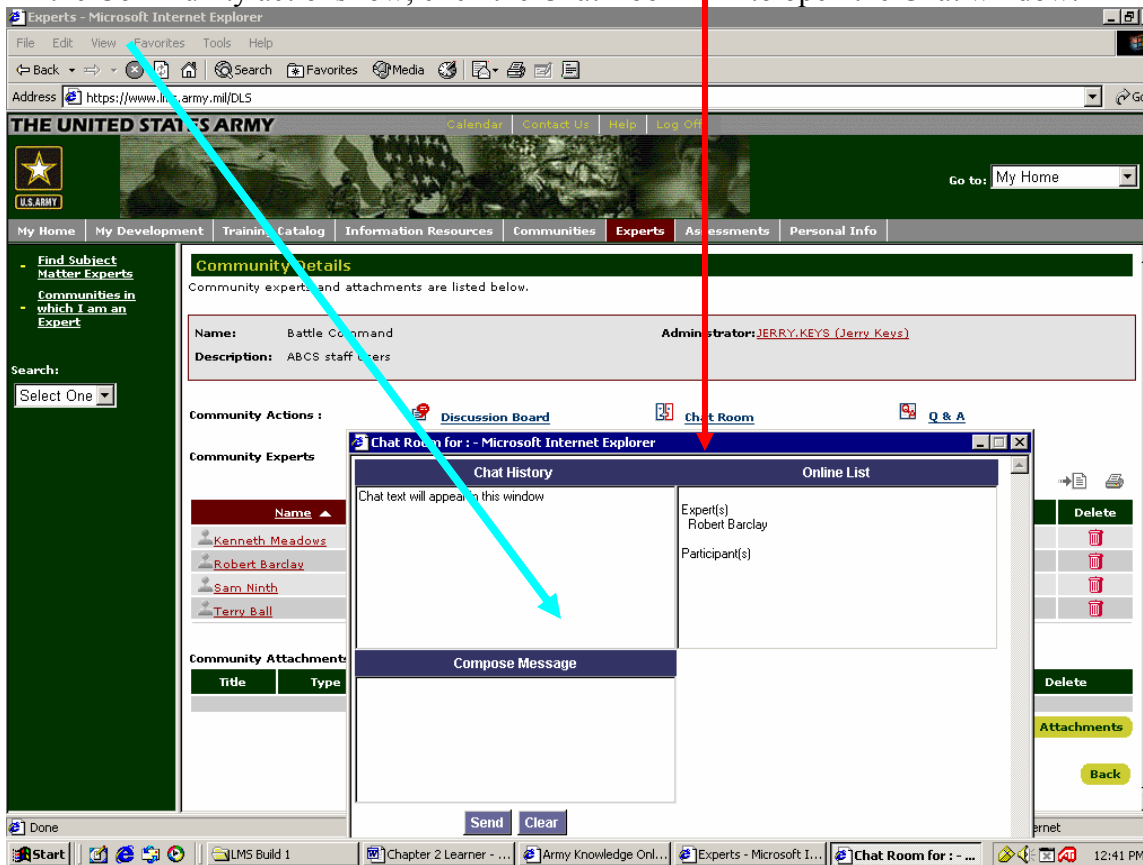
- Click the “**My Development**” tab on the Gray Horizontal Tab Bar.
- Click the “**Registrations**” link on the Left Navigation Bar. The **Registrations** page displays all the catalog items for which you are currently enrolled.
- **OR**
- Click the “**Transcript**” link on the Left Navigation Bar. The Transcript page displays all the catalog items you have completed.
- The Chat icon is displayed in the Action column. Each catalog item has a separate chat group. To access a chat group for a particular catalog item, click the Chat icon next to the catalog item in which you are interested.

2.14.4 Accessing a Chat Room for a Community

To access a chat room for a community:

- Click the “**Communities**” tab.
- Click the “**Personal Communities**” link.
- Click the name of a community for which you want to see a chat group.

In the Community actions row, click the Chat Room link to open the Chat window.



2.15 Discussion Groups for Catalog Items

Each catalog item in the system has a discussion group associated with it. Learners can access the discussion group for a catalog item after their order for the item is confirmed. Learners can discuss any number of topics / subjects for a catalog item. Each discussion group maintains a complete history of the communication between users who participated in the discussion. Discussion groups remain available after catalog items are completed.

2.15.1 Discussion Groups for Communities

Each community in the system has a persistent discussion group associated with that community. The discussion group for a community is available to all learners who are watching the community or are an expert for the community. A discussion group is available as long as the community exists.

2.15.2 Accessing Discussion Groups

There are two ways to access a discussion group:

- You can access a discussion group for every community in the system.
- You can access a discussion for a catalog item once the order for the catalog item is set to "confirmed".

Note: Discussion groups are not available for unconfirmed orders.

2.15.3 Accessing a Discussion Group for a Catalog Item

Learners can access a discussion group for a catalog item via:

- The Registrations page
- The Transcript page

Note: You can access a discussion group for a catalog item only if the status of your order is set to "confirmed". Discussion groups are not displayed for unconfirmed orders.

To access a discussion group from the Registrations or Transcript page:

1. Click the **"My Development"** tab on the Gray Horizontal Tab Bar.
2. Click the **"Registrations"** link on the Left Navigation Bar. The Registrations page displays all the catalog items for which you are currently registered.

OR

3. Click the **"My Home"** tab
4. Click the **"Transcript"** link on the Left Navigation Bar.

The Discuss icon, if applicable, is displayed in the Action column of the Registration and Transcript Pages for each catalog item. To access a discussion group for a particular catalog item, click the Discuss icon next to the catalog item in which you are interested, if one exists. If the icon does not appear, you will have to create the first group.

The screenshot shows the LMS interface in Microsoft Internet Explorer. The main page is titled "THE UNITED STATES ARMY" and has a navigation bar with tabs: My Home, My Development, Training Catalog, Information Resources, Communities, Experts, Assessments, and Personal Info. The left navigation bar has links: Registrations, Transcript, Skills, Skills Gap, Development Plan, Course Progression, and Individual Training Plan. The main content area is titled "Registrations" and contains a table of completed registrations. A blue arrow points to the "Discuss" icon in the Action column of the table. A callout box labeled "Discuss Icon" points to this icon. Below the table, there is a section for "Discussion Group" with a "Create A Topic" button and a "Topic List" table.

Date Request	Title	Category	Location	Date	Status	Score	Content	Action
2/24/04	Commanders Safety Course (non-ATRRS)	Web Based			Open - Confirmed			[Discuss Icon]
2/20/04	EADC	Web Based			Open - Confirmed			[Discuss Icon]
2/20/04	95B40 MPANOC ASSESSMENT 2	Web Based			Open - Confirmed			[Discuss Icon]
1/29/04	12830 (Module B)	Web Based			Open - Confirmed	9.89		[Discuss Icon]
1/23/04	EADC	Web Based			Open - Confirmed			[Discuss Icon]
1/23/04	EADC	Web Based			Open - Confirmed			[Discuss Icon]
1/9/04	Text				Open - Confirmed			[Discuss Icon]
10/29/03	Com				Open - Confirmed			[Discuss Icon]

Discussion Group

Folder: 95B40 MPANOC ASSESSMENT 2(02200495B40ASSE2)

Create A Topic

Topic List

Messages Date Created

The screenshot shows a Microsoft Internet Explorer browser window titled "My Development - Microsoft Internet Explorer". The address bar displays "https://www.lms.army.mil/DLS". The page header features "THE UNITED STATES ARMY" logo and navigation links: "Calendar", "Contact Us", "Help", and "Log Off". A "Go to:" dropdown menu is set to "My Home". Below the header is a navigation bar with tabs: "My Home", "My Development", "Training Catalog", "Information Resources", "Communities", "Experts", "Assessments", and "Personal Info".

The main content area is titled "Transcript" and includes a "View Registrations" link. It contains a table with the following data:

Completed	Title	Type	Status	Grade	Score	Updated On	Updated By	Content	Action
2/20/04	95B40 MPANCOG ASSESSMENT 1	Web Based	Unsuccessful		0	2/20/04	colbob.bardlav		View Results, History, Chat, Order Details
2/20/04	95B40 MPANCOG ASSESSMENT 1	Web Based	Successful		88.46	2/20/04	colbob.bardlav		View Results, History, Chat, Order Details
9/9/03	Commanders Safety Course (non-ATRRS)	Web Based	Successful		1	9/9/03	colbob.bardlav		View Results, History, Chat, Order Details
10/15/03	Commanders Safety Course (non-ATRRS)	Web Based	Successful		1	10/15/03	colbob.bardlav		View Results, History, Chat, Order Details
7/19/04	net training	Lesson	Successful			7/19/04	kirk.w.daniel		View Results, History, Chat, Order Details

Below the table is an "Action Icon Key" with the following icons and descriptions:

- View Results
- View Exchange Results
- History
- Mark Complete
- Chat
- Discuss
- Order Details

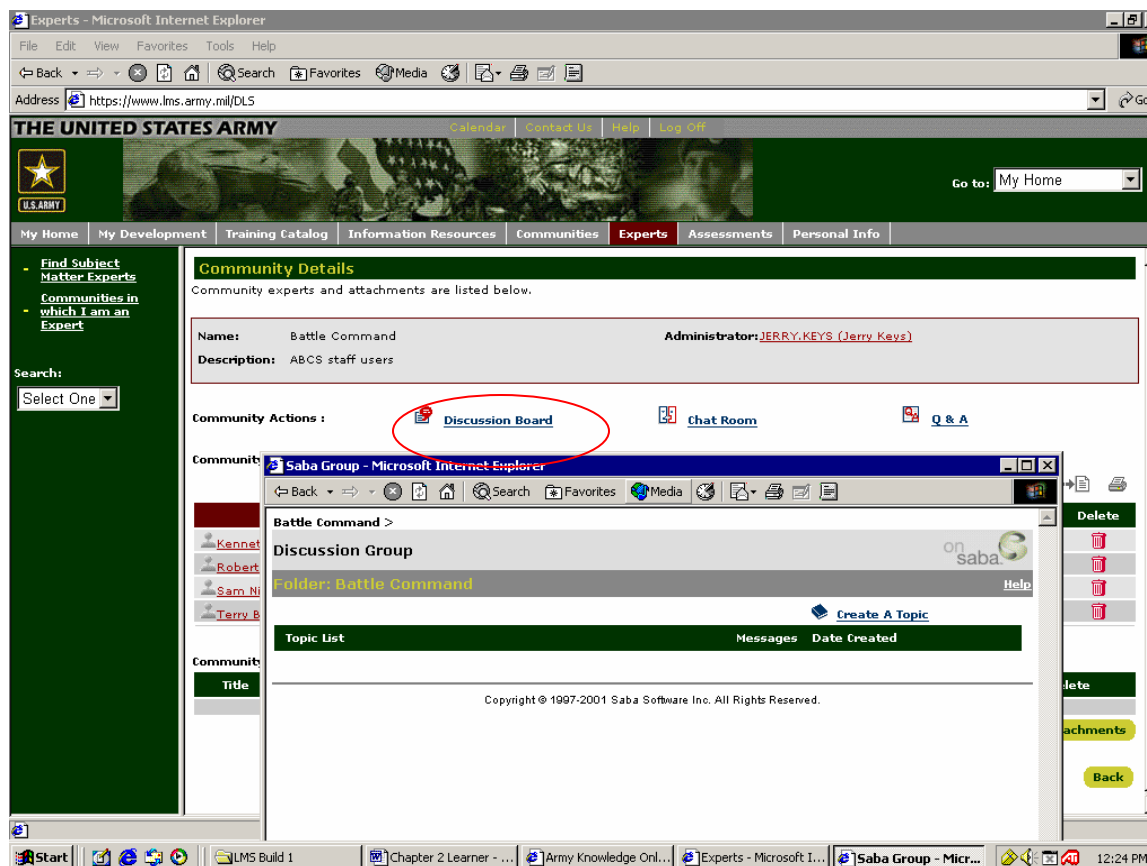
The taskbar at the bottom shows the Start button and several open applications: "LMS Build 1", "Chapter 2 Learner - ...", "Army Knowledge On...", and "My Development ...". The system clock indicates "1:02 PM".

2.15.4 Accessing a Discussion Group for a Community

To access a discussion group for a community:

1. Click the "**Communities**" tab on the Gray Horizontal Tab Bar.
2. Click the "**Personal Communities**" link.
3. Click the name of a community for which you want to see a discussion group.

In the Community actions row, click the "Discussion Board" link to open the Discussion Group window.



2.16 Communicating with Experts in a Community

In the Community Detail page, in the list of community experts, a Chat icon is displayed next to the names of community experts. When a community expert is in the chat room, the icon next to the expert's name is active. Click the icon to access the chat room.

2.17 Initiate and Participate in Discussion Threads

You can initiate or participate in asynchronous discussion threads (or topics) associated with a course, product, or community. This form of collaboration maintains a complete history of the communication among those who participated in the discussion.

Discussion threads allow you to post messages for others to respond to. Using new or existing threads, you can communicate with others who are registered for the course or product, or who are participating in, or are experts in a community. Once you are granted access to a discussion related to a course, product, or community, it will remain available even after the item has been marked complete. Discussion threads are automatically created when the course, product, or community is created.

2.18 Testing

The Testing functions include providing test instructions, administering and grading tests, providing feedback, recording grades, and maintaining detailed data for later analysis. Your Learner function is:

Complete Tests.

2.18.1 Complete Tests

If an electronic test is required for a lesson, module, phase, or course, you might have to complete the test online. Paper-based tests might also be given. These are taken independently and externally from the LMS. Tests can be imbedded in online content, such as WBTs or they can be the WBT. This will vary, depending on the type of training as well as the training requirements. Once you have completed the online tests, the LMS automatically grades the tests and enters the score.

There are many ways that tests are given and completed in Army training. This ranges from paper-based tests to field exercises to tests built as a web-based application. The LMS will be used to record grades for all the different delivery types for tests. For paper-based and field exercises, they will be delivered, monitored, scored, and recorded by an instructor or an instructor representative (e.g., proctor, facilitator, or assistant instructor). Web-based (or electronic) tests will be delivered, monitored, and automatically scored and recorded by the LMS. During your training with the LMS, you will see different types of electronic test delivery types: stand-alone tests, tests as part of a lesson, and tests as part of another electronic media. You will also see paper-based testing and field evaluations, but as mentioned above, those will occur outside of the LMS.

2.19 Stand-Alone Tests

A stand-alone test is simply a "register-able" unit. Just like you would request registration for a lesson, you might have to request registration for a test. It would be listed in the Training Catalog and you would simply perform a search and request registration for the test. This test will more than likely be part of a course, phase, module, lesson, or product of which you have another registration or reservation for; therefore, the appropriate instructor, course manager, or class manager will provide you with the proper instruction for locating and completing these types of tests.

2.20 Tests as Part of a Lesson

Electronic tests may also be attached to a lesson. This means that when the lesson iteration was created, a test was made part of the lesson. When you register for such lessons, the electronic test (or content) will be automatically registered for as well. If you view the lesson details, it will say whether a test has been attached to the lesson. To complete this test, you will need to go to your Registrations page (My Development tab, Registrations link) and click the icon under the Content column for the appropriate lesson.

2.21 Tests as Part of Other Electronic Media

Tests can also be built into other forms of electronic media, such as web- and computer-based training items. In such cases, when you launch the electronic media and navigate through it, a test will be located within the media, e.g., a WBT where you had to read and view a presentation. If a test was a part of this media, you would read the required materials, then, at the end, a test would be waiting for you. You would simply complete the test based on the knowledge you had acquired and the LMS would track and record the results.

Since most tests are going to be material specific, there is no set of instructions or guidelines about how to complete them. Each test will be developed by training developers at the various Proponent Schools, each with their own set of instructions and rules. For electronic tests, there will generally be a set of instructions at the beginning of the test. The instructor, assistant instructor, facilitator, or proctor will provide other instructions.

2.22 Evaluation

The Evaluation functions include creating, delivering, and recording critiques and providing for review of products and courses. Your function is:

- Complete Critiques.

2.22.1 Critiques

If an electronic critique is required to rate the effectiveness of an instructor, lesson, module, phase, or course, you can complete this online. Critiques may occur at the module or phase level, rather than at the lesson level. If the critique is paper-based, the Instructor, Assistant Instructor, or Facilitator will distribute, collect, and record the results in the LMS. After critique data has been entered into the LMS, the Course Managers, Instructors, and Facilitators can review the results in a simple or aggregated form.

Through critiques, collaboration administrators (and class instructors) can request your feedback on the quality of educational services and/or products you have received by rating them using critiques. Critiques are associated with a catalog item for which you are registered. The critiques link on the Assessments tab displays all the critiques assigned to you. A new critique has the status of New Request. You can accept or decline a critique.

To accept or decline a critique:

1. Select “**Assessments**” tab and “**Critiques**” link.
2. Select the “**Accept**” radio button to accept a critique, or select the “**Decline**” radio button to decline.
3. Click “**Submit**” to confirm your choice.

[Alternatively, you can access your Critique by clicking “**See All**” next to the Critique item in the “Surveys/Evaluations Awaiting Response” box on your Homepage (if enabled).

Once a critique is accepted, its status is changed to Confirmed and you can access the critique by clicking the critique name in the Critique Name column.

A completed critique has the status of Completed, and you can delete it from your list of critiques by clicking the Delete icon.

2.23 Transcripts

Once you complete a lesson or a product, your training history is updated on your Transcript page. Launchable/downloadable products record completion status automatically while instructors record completion status for the lessons they teach. You can view your training history to review which courses, lessons, or products you have completed as well as view the results.

When your training history contains completed products that were originally launchable or downloadable, you can still access and use the content. The LMS continues to record test results in training history. If you originally failed the test, but later complete the product successfully, your status will be updated to “successful.” If, however, you passed the test, but later while reviewing the content, fail to complete and pass the test, your original status of “successful” will not change.

2.24 View Training History

Clicking the Transcript link in the Left Navigation Bar displays the Transcript page that shows a list of all catalog items that you have completed. When you complete a course, phase, module, lesson, or product and/or it is delivered by an instructor, it moves from the list on your Registrations page to this list on your Transcript page. You can sort the list by clicking the underlined column heading. Some of the items have underlined terms that allow you to see more detailed information or to take an action.

"Completing" an item means that you have finished it. Indicating that it was completed successfully or unsuccessfully determines if you will receive competencies or other credit associated with the item. Additionally, a score or grade can be entered for completing the item. You can request and complete catalog items more than once, and each attempt will cause an update of the completion of an item. Items are marked complete initially on the Registrations page, and subsequent completion updates are made from the Transcripts page. The results of these updates can be viewed on your Transcript History page. An "unsuccessful" completion can be changed to a "successful" completion for an item, but not the reverse. A history of any changes is recorded on the Transcript History page.

A business rule set by the system administrator determines who can mark an item complete, determine the success of the completion, and enter scores. If you can perform these tasks, icons will appear next to the item listing. Otherwise, a manager or instructor will mark scores and update completion.

2.25 Ad hoc Learning

Learning Approvers and Unit Training Managers can give you credit for learning by recording ad hoc learning events. This means they give you credit for completing a class or product, even though you never requested it or registered for it, because you have demonstrated knowledge of the material. Ad hoc events appear on your Transcript page.

2.26 Transcript Tasks

You can perform the following tasks on the Transcript page.

2.26.1 View Transcript Item Detail

Click an item Title link to see detailed information about that item. The information available will vary with the type of item (classes will have start and end dates; downloadable products will have product numbers).

2.26.2 View Update Information

Click the "**Updated By**" name link to see personal information about the person who marked the item complete or assigned a score to the item. You can send email to the person from this page.

2.26.3 View Transcript Item History

Click the "**History**" icon to see a list of the results from each instance when the item was either launched or when its completion status was updated.

2.26.4 View Registration Item Detail

Click an item title to see detailed information about that item. The information available will vary with the type of item (lessons will have start and end dates; downloadable products will have part numbers).

2.26.5 View Lesson Location

Click an item title to see detailed information about that item's location. This only applies to scheduled lesson since other types of items have no location (online products, books, videos, etc.). There may be attachments included, such as a map showing the location.

LEARNING MANAGEMENT SYSTEM

Appendix A

LMS Roles and Responsibilities

LMS Roles and Responsibilities		
Role		Description
1.1	Assistant Instructor (AI)	An individual, military or civilian who provides support and assistance to a primary Instructor when they are preparing for or presenting material to a Learner.
1.2	Class Manager (CM)	This is the individual responsible for managing the conduct of an iteration of a course. The Class Manager's responsibilities include, but are not limited to such activities as establishing/verifying daily (lesson level) scheduling, authenticating Learners, ensuring resources are available when needed, and ensuring Learners are where they are scheduled to be.
1.3	Classroom Manager (CrM)	This individual is responsible for ensuring that an assigned classroom/lab/training area at a resident education or training site is ready with the required training products for the presentation of specified lessons.
1.4	Counselor	This is the individual responsible for providing advice and guidance to a Subordinate or Learner concerning improvement of their current or future performance. It is aimed at providing positive guidance to assist and develop Learners and Subordinates. A Leader/Instructor counsels Subordinates to praise and reward good performance, to develop teamwork, to inform Soldiers/Learners on how well they are performing, to assist them to reach required standards, to cause Soldiers/Learners to set personal and professional goals, and to help them resolve personal problems.
1.5 1.6	Course Manager (CoM)	This is the individual assigned by the course proponent to ensure the efficient presentation of the assigned course over time. A Course Manager for a specific course ensures it is current, establishes class start and end dates, submits CAD and POI, inputs content, ensures iterations are presented as designed and scheduled (start and end dates), assists Class Managers as needed, acquires resources required to present the course, identifies course problems and implements viable implementation solutions
1.7	Digital Training Facility Manager (DTFM)	This is the individual responsible for ensuring the distributed learning facility is available for Learner use and that the facility provides the required capabilities. Responsibilities include such items as ensuring installed education/training equipment, software, and networks operate as required; a learning station with appropriate courseware is available for scheduled learner(s), and equipment/software upgrades are installed
1.8	Facilitator (F)	This is an individual who serves to make it easier for a group of learners to reach a predefined learning objective. The facilitator serves to keep the groups' actions/discussions focused on the task at hand.

LMS Roles and Responsibilities	
Role	Description
1.9 Facility Manager (FM)	This individual is responsible for the operation and maintenance of Army facilities used for education or training. This individual may or may not be assigned to a training institution or organization. Some of these facilities contain or provide special capabilities required to conduct education/training activities. These facilities include, but are not limited to, such entities as ranges, training areas, simulation buildings, and training laboratories/workshops. This manager is responsible for ensuring the facility is available for Learner use when scheduled and that the facility provides the required capabilities.
1.10 Instructor (I)	Any individual, military or civilian, who conducts instruction. This instruction may be on-site in the actual presence of Learners, via electronic means such as Video Tele-training (VTT) or web-based education/training, or providing assistance to a Learner engaged in a self-paced education/training program.
1.11 Learner (L)	This is an individual engaged in acquiring knowledge and skill by actively participating in a directed or self-motivated education/training course/courseware.
1.12 Learner Approver (LA)	The chain-of-command supervisor who has overall responsibility for the welfare, morale, training, education, and discipline of those under his/her command/direction.
1.13 Product Distributor (PD)	The Product Distributor will be the individual responsible for shipping paper-based, CD-ROM based and other hard copy products to recipients in response to requests for these products. The request can be triggered by the registration of a learner in a course or by a request for a product in the product catalog. The PD will also be responsible for ensuring that there are always sufficient quantities of these products in stock to meet user requests.
1.14 Quota Manager (QM) 1.15	This is an individual designated to manage quotas (seats) in course iterations on a daily basis and is normally performed by the Course Manager (MACOM).
1.16 Scheduler (Sched)	An individual responsible for scheduling classroom facilities for each type of class. The Scheduler will, for example, identify the course, class, classroom, and activity, start and end time.

LMS Roles and Responsibilities	
Role	Description
1.17 Subject Matter Expert (SME)	This is an individual who has knowledge of and can perform, the tasks and supporting skills and can apply that knowledge of a specific job/duty position. They are task content experts. This individual provides the technical expertise for the job/duty position. Army SMEs may be soldiers/civilians in units, Instructors, task performers, and their supervisors. There are three levels of SMEs—apprentice, journeyman, and master.
1.18 System Administrator (SA)	An individual who will be responsible for the operation and maintenance of the LMS.
1.19 Training Developer (TD)	This is an individual who is an educational/training development subject matter expert who translates analysis data into a blueprint for training. They integrate all resource requirements, structure, objectives, test items, training sequence, student evaluations and program of instruction for resident and non-resident training.
1.20 Unit Training Managers (UTM)	This individual is responsible for implementing training in an Army unit. It includes such management activities as: planning, budgeting, organizing, acquiring training products, scheduling, and providing evaluation feedback to the training/task proponent concerning the quality and usability of the provided training materials.

LEARNING MANAGEMENT SYSTEM

Appendix B

Acronyms

Acronyms

A/C	Assistant Commandant
ACAT	Acquisition Category
ADL	Advanced Distributed Learning
AER	Academic Evaluation Report
AI	Assistant Instructor
AIT	Advanced Individual Training
AKO	Army Knowledge Online
AMDF	Army Master Data File
AOC	Area of concentration
AOT	Assignment-oriented Training
AR	Army Regulation
ARNG	Army National Guard
ASI	Additional Skill Identifier
ATHD	Army Training Help Desk
ATIS	Army Training Information System
ATRRS	Army Training Requirements and Resources System
ATSC	Army Training Support Center
CAD	Course administrative data
CBI	Computer-based instruction
CBT	Computer-based training
CD-ROM	Compact disk – read-only memory
CM	Class manager
CoM	Course manager
CONOPS	Concept of Operations
CONUS	Continental United States
CoP	Community of practice
CrM	Classroom Manager
CTC	Combat Training Center

CVS	Content Validation Server
DA	Department of the Army
DCSOPS&T	Deputy Chief of Staff for Operations and Training
DCPDS	Defense Civilian Personnel Data System
DL	Distributed learning
DLS	Distributed Learning System
DLSST	Distributed Learning Student Support Team
DoD	Department of Defense
DOT	Director of Training
DOTD	Director of Training Development
DPTM	Director of Plans, Training, and Mobilization
DTF	Digital Training Facility
DTFM	Digital Training Facility Manager
DTTP	Distributive Training Technology Program
F	Facilitator
FCAPS	Fault, configuration, accounting, performance and security
FM	Facility Manager (Training)
FTP	File transfer protocol
FY	Fiscal year
G1	Deputy Chief of Staff for Personnel (General staff)
G3	Deputy Chief of Staff for Operations and Training (General staff)
GTA	Graphic training aid
HQDA	Headquarters, Department of the Army
I	Instructor
I&A	Identification and Authorization

IAW	In accordance with
ICW	Interactive courseware
ID	Identification
IETM	Interactive Electronic Training Manuals
IMI	Interactive media instruction
ISDN	Integrated Services Digital Network
IT	Information technology
ITP	Individual training plan
ITSD	Individual Training Support Division
JAG	Judge Advocate General
KCC	Knowledge Collaboration Center
L	Learner
LA	Learner Approver
LDAP	Lightweight directory access protocol
LLC	Life-long Learning Center
LLL	Life-long learning
LMS	Learning Management System
LO	Learning objective
MACOM	Major Army Command
MEDCOM	U.S. Army Medical Command
MOS	Military Occupational Specialty
MOS-Q	Military Occupational Specialty - Qualifying
MOUT	Military Operations on Urbanized Terrain
MRA	Multi-rater assessment
MTP	Mission Training Plan

N/A	Not applicable
NATO	North Atlantic Treaty Organization
NBC	Nuclear, Biological and Chemical
NCC	Net Control Center
NCO	Noncommissioned Officer
NCOA	Noncommissioned Officer Academy
NCOES	Noncommissioned Officer Education System
NG	National Guard
NGB	National Guard Bureau
NSTD	Non-system Training Devices
NTC	National Training Center
OCONUS	Outside the continental United States
OES	Officer Education System
OF	Objective Force
ORD	Operational Requirement Document
PC	Personal computer
PD	Product Distributor
PIF	Package Interchange File
PM	Program manager
PMO	Program management office
POI	Program of instruction
QA	Quality assurance
QM	Quota manager
RC	Reserve component
RDL	Reimer Training and Doctrine Digital Library
S3	Operations and Training Officer (Staff)

SA	System administrator
SAT	Systems Approach to Training
SCORM	Sharable Content Object Reference Model
Sched	Scheduler
SGL	Self-guided instruction
SIA	System Interface Agreement
SME	Subject matter expert
SOP	Standard Operating Procedures
SOW	Statement of Work
STD	System Training Device
STX	Situational Training Exercise
TADLP	The Army Distributed Learning Program
TADSS	Training aids, devices, simulators, and simulations
TASS	The Army School System
TD	Training Development
TD	Training Distributor
TDA	Table of Distribution and Allowances
TES	Tactical Engagement Simulation
TM	Technical Manual
TNET	Telecommunications Network
TOMA	Training Operations Management Activity
TPIO	TRADOC Program Integration Office(r)
TRADOC	U.S. Army Training and Doctrine Command
TSC	Training Support center
TSP	Training support package
UIC	Unit identification code
URL	Universal resource locator
USAR	US Army Reserve
USASOC	U.S. Army Special Operations Command

UTM	Unit training managers
VTT	Video Tele-training
WBT	Web-based training
WIN2K	Windows 2000
WOES	Warrant Officer Education System

LEARNING MANAGEMENT SYSTEM

Appendix C

Glossary of Terms

Glossary of Terms

Accreditation:

The recognition afforded an educational institution when it has met accepted standards of quality applied by an accepted, professional accreditation agency.

Acquisition:

The process used to acquire goods and services that begin when the need for a product or service is identified and continues until that need is met.

Additional skill Identifier (ASI) or Officer Skill Identifier (SI):

Identification of specialized skills that are closely related to, and are in addition to, those required by military occupational specialty or areas of concentration (officers). Specialized skills administrative systems and subsystems, computer programming, procedures, installation management, identified by the ASI or officer SI include operation and maintenance of specific weapons systems and equipment, analytic methods, animal handling techniques, and other required skills that are too restricted in scope to comprise military occupation specialty or AOC. (See ARs 611-101, 611-112, and 600-200).

Answer Key:

A document that shows the answers to each test question and the test standard for each test.

Army Correspondence Course Program (ACCP):

An overall program supported by AR 350-1. The ACCP is a formal nonresident extension of the TRADOC service schools. It offers individual and group study enrollments in correspondence courses. Based on course eligibility requirements, individuals enroll at their own discretion and determine their own course of study for either correspondence courses or sub-courses. The ACCP offers courses and sub-courses free of charge to the US military Active and Reserve Components, ROTC and military academy cadets, authorized federal civilian employees, and non-US citizens who are employed by the DoD. Correspondence materials are also available for foreign military students through the Foreign Military Sales Program. AC and RC soldiers in grades E4 and E5 can accrue promotion points, and RC soldiers can accrue retirement points through the ACCP.

Army Correspondence Sub-Course:

See "Correspondence sub-Course."

Army Doctrine and Training Digital Library:

The information foundation for AT XXI. Allows trainers, trainees, training developers, and doctrine writers to store and retrieve training products and materials via the internet and personal computers. ADTDL features include an electronic card catalog or pointer (transparent to the users) to doctrinal and training information and products stored in various databases/repositories.

Army Modernization Training (AMT):

Required training to support the Army modernization process. AMT includes New

Equipment Training (NET) for new, improved, and cascading materiel systems, Doctrine and Tactics Training (DTT), Sustainment Training (ST), unit modernization, deployment, and proponent training.

Army School:

Institution authorized by Headquarters, Department of the Army to conduct formal Courses for individuals, collective training where required (such as crew training), and training of Army National Guard or U.S. Army Reserve units. To the LMS, any place (Location) that Army training occurs.

Army Training Help Support Activity (ATHSA):

The tentative name given to describe the multi-lateral organization formed to accept, research, and respond to questions (queries) from within and without the Army about Army training, e.g. topics, procedures, doctrine, or policy. ATHSA is composed of three component entities; Army Training Support Center, Distributed Learning System, and representatives of Proponent Agencies.

Army Training Requirements and Resource System (ATRRS):

The Army training management system. It projects inputs, resource requirements, and student accountability and updates military personnel training records. It provides the data for Congressional Military Manpower Training Reports (MMTR), etc.

Army Training Requirements and Resources System- (ATRRS-) Managed Courses:

Assignment-Oriented Training (AOT):

Training designed to qualify an individual to perform those specific functions associated with the duty position and skill level of the next assignment.

Assistant Instructor (AI):

Individual who supports a primary Instructor for a block of instruction. A Role Player in the LMS with similar permissions to the Instructor Role.

Asynchronous Training:

A training technique that is characterized by the ability to conduct training without the necessity of having Learner and Instructors engaged in the training at the same time. Web-based and correspondence-based DL Courses have this characteristic. Asynchronous training also implies the freedom from having Learners and Instructors geographically co-located.

Audit Trail:

A systemic documentation of decisions made or actions taken. A linear written/printed history of events that comprise the complete record of actions leading to a current status (e.g. for a Course).

Automated Systems Approach to Training (ASAT):

The HQ TRADOC training development automation system under development as a tool for training developers to develop doctrine and training products.

Branch Proponent:

Certification:

Written verification of proficiency in a given task or tasks.

Certified Instructor:

An instructor who received written certification of proficiency by the Instructor Certification Board as meeting all the requirements to instruct in a specific course. Certification normally requires: (1) Training as an instructor (through graduation from a TRADOC-approved Instructor Training Course) and eligibility to hold the instructor identifier, (2) Training in small group instruction for those assigned responsibility to facilitate small group instruction, (3) Demonstrating performance ability in course content (including being MOS/specialty qualified) or being a graduate of the course, (4) Demonstrating teaching or facilitating competence in the course the instructor will conduct.

Checklist:

- **Job aid:** Used to determine or ensure a process or procedure is followed. The elements of the activity are listed in the execution sequence. A check is usually placed beside each element as it is accomplished.
- **Test:** A list of actions that identify critical actions that must be performed and that can be objectively observed and measured to determine student performance of the objective to the prescribed standard; the sequence of performance, if any; and an identification of which steps absolutely must be accomplished, if any. The actions are measured in the form of GO or NO GO. This is an absolute measure - the performer either performed or did not perform the action described in the learning objective, met or did not meet the performance criteria.

Class Manager (CM):

See Appendix A ([Class Manager](#)).

Classroom Manager (CrM):

See Appendix A ([Classroom Manager](#)).

Classroom XXI:

The training environment in which the soldier of the 21st Century will train. This environment is built by leveraging the technology of the information age to gain training efficiencies while maximizing training effectiveness. While successful implementation of Classroom XXI is dependent on the success of all Warriors XXI initiatives, it also requires technological modernization of the training institution.

Class Schedule:

Documentation of start and end dates for one iteration of a course.

Class Size:

The number of students in a class.

Collaboration Community:**Collaboration Session:**

Collaboration Support:**Collective Task:**

See "Task."

Collective Training:

Training, either in institutions or units, which prepares cohesive teams and units to accomplish their missions in the full continuum of military operations.

Combat Developer:

An individual or agency responsible for developing concepts and organizational and equipment requirements.

Combat Training Center (CTC) Program:

An Army program established to provide realistic joint service and combined arms training in accordance with Army doctrine. It is designed to provide training units opportunities to increase collective proficiency on the most realistic battlefield available during peacetime. The four components of the CTC Program are --

- The National Training Center
- The Combat Maneuver Training Center
- The Joint Readiness Training Center
- The Battle Command Training Program

Command Directed Training:**Common Core Training:**

Directed training requirements for specific courses, grade/skill levels, or organizational levels. It consists of tasks performed by individuals at specific grade levels, regardless of military occupational specialty (MOS) or career field. Common core includes primarily organizational level tasks and may include some common soldier and common skill level tasks. The result is soldiers, leaders, and civilians who are prepared to perform new and more complex leadership related duties in operational units and organizations.

Common Skill Level Task:

See "Task: Individual critical task."

Common Soldier Task:

See "Task: Individual critical task."

Common Skill; Common Task:**Community of Interest:****Community Manager:****Competency:**

Ability to perform tasks and supporting skills and knowledge to the required standard.

Computer-based Instruction (CBI):

A type of IMI. CBI usually refers to course materials presented or controlled by a computer and which use multiple requirements for student responses as a primary means of facilitating learning.

Computer-based Training (CBT):

A type of IMI. CBT usually refers to course materials presented or controlled by a computer and which use multiple requirements for student responses as a primary means of facilitating mastery of a skill or task.

Conference:

A method of instruction that develops the training material through an instructor-guided student discussion.

Constraints:

Limiting or restraining conditions or factors such as policy considerations, time limitations, environmental factors, and budgetary and other resource limitations.

Content Validation Server (CVS):**Contract:**

A promise or set of promises for the breach of which the law gives a remedy or the performance of which the law in some way recognizes as a duty. Its necessary elements are an offer, acceptance, and consideration.

Correspondence Course:

A formal, centrally managed, series of self-study, self-paced instructional material prepared by TRADOC Training/TD (Task) Proponents; identified by a course title and course number; and administered to nonresident students. A course may include phases, but usually consists of subcourses presented in a logical, progressively sequenced, and directed toward specific learning objectives. See "Army's Correspondence Course Program (ACCP)."

Correspondence Sub-Course:

The basic element of an Army correspondence course. A sub-Course is a self-paced, self-contained module of nonresident instruction consisting of one or more Lessons that teach a part of a critical individual task, a single critical task, or a group of related tasks. It includes a practice exercise with feedback for each lesson and an end-of-sub-Course test. The sub-Course may contain material extracted from Armed Forces publications or other adjunctive materials to support the training. See "Module."

Counseling:

A means of assisting and developing students and subordinates. A leader/instructor counsels subordinates: to praise and reward good performance, to develop teamwork, to inform soldiers on how well or how poorly they are performing, to assist soldiers to reach required standards, to cause soldiers to set personal and professional goals, and to help soldiers resolve personal problems.

Counselor (Cnslr):

See Appendix A ([Counselor](#)).

Course:

A complete series of instructional units (phases, modules and lessons) identified by a common title or number. It trains critical tasks required for qualification of a specific job. See "Job (or duty position)."

Course Accreditation: Certifies that instruction is conducted IAW proponent guidance and that students graduating from the course are trained to the same standard as students graduating from the same course taught at the proponent service school. Only a subject matter expert (SME) designated by the respective proponent service school is authorized to evaluate and recommend accreditation of a course. Additionally, a course cannot be accredited unless the institution is accredited.

Course Administrative Data (CAD):

A resident course document that provides critical planning information used to determine student input requirements for new and revised courses.

Course Documentation:

Consists of the documents that show the current content of a course (instructional materials, tests, student evaluation plan, etc.) and its developmental history (job analysis, task performance specifications, training strategy, course design, etc.).

Course Iteration:

A schedulable instantiation of a Course; a Course to which start and end dates and location have been applied and generally under the management of a Class Manager or Scheduler.

Course Manager:

See Appendix A ([Course Manager](#)).

Course Map:

A chart that depicts the designed sequence of presentation for a given course established during course design.

Course Proponent:

See "Training proponent."

Course Start Date:

Latest start date for implementing a course.

Courseware:

An actual instructional package (including content and technique) loaded in a computer, training device, or other instructional delivery system.

Credit Hour:

The measured unit of distributed learning course work. The number of credit hours assigned to a module is the estimated time required for an average student to complete the material.

Critical Individual Task:

See "Task: Individual task."

Critical Task:

See "Task: Critical collective task," and "Task: Critical individual task."

Curriculum:

A course of study. An Army school curriculum consists of the course design, lesson plans, student evaluation plan, tests, course map, all other associated training material, and the Program of Instruction. *Pl.* curricula.

Daily Data Files:**Design:**

A major phase in the Systems Approach to Training (SAT) Process. Determine how to train. Translate analysis data into a blueprint for training. It identifies all resource requirements, training structure, learning objectives, training sequence, student evaluation/graduation requirements, program of instruction.

Digital Training Facility (DTF):**Digital Training Facility Manager (DTFM):**

See Appendix A ([Digital Training Facility Manager](#)).

Digitization:

The overarching term for the electronic recording of information for distribution via internet (on-line access), computer networks, computer disks (floppies, CD-ROMs), magnetic tapes, optical disks, satellite transmission, and bulletin boards. Digitization may be used for doctrine, training, leader development, organization, materials, and soldier (DTLOMS) purposes.

Digitized Training:

The digitization of training includes the development, implementation/delivery, distribution, and management of training primarily through electronic means. It provides the capability to train soldiers and units throughout the training environment. Examples include the presentation of training through computer-based instruction (CBI), to include simulations and embedded training; the Standard Army Training System (SATS), the Automated Systems Approach to Training (ASAT); etc.

Distance Learning:

See "Distributed Learning" below.

Distributed Learning:

The delivery of standardized individual, collective, and self-development training to soldiers and units at the right place and right time through the application of multiple means and technologies. DL may involve both synchronous and asynchronous student-instructor interaction. It may also involve self-paced instruction without benefit of access to an instructor.

Doctrine:

Fundamental principles by which the military forces or elements thereof guide their

actions in support of national objectives. It is authoritative but requires judgment in application.

Domain:

The electronic environment established by the LMS primarily to control access to materials.

Drill:

A disciplined, repetitious exercise to teach and perfect a skill or procedure (action), i.e., a collective task or task step. Drills are published in MTPs and drill books. There are two types:

- **Battle Drill.**
A critical collective action (or task) performed by a platoon or smaller element without the application of a deliberate decision making process, initiated on cue, accomplished with minimal leader orders, and performed to standard throughout like units in the Army. The action is vital to success in combat or critical to preserving life. It usually involves fire or maneuver. The drill is initiated on a cue, such as an enemy action or a leader's brief order, and is a trained response to the given stimulus.
- **Crew Drill**
A critical collective action (or task) performed by a crew of a weapon or piece of equipment to use the weapon or equipment successfully in combat or to preserve life, initiated on cue, accomplished with minimal leader orders, and performed to standard throughout like units in the Army. This action is a trained response to a given stimulus, such as an enemy action, a leader's brief order, or the status of the weapon or equipment.

Drill Book:

A separate document (or appendix in a Mission Training Plan) developed for squads and platoons (or equivalent units) to provide a limited number of DA standard methods (battle drills) for executing selected critical collective tasks or task steps.

Electronic Publication:

A document prepared in a digital form on a suitable medium for electronic-window display to an end user. Two examples of electronic publications are electronic guides and Interactive Electronic Technical Manuals (IETMs).

Electronic Testing:

A general term encompassing all methods for applying computers in the assessment of human attributes, knowledge, and skills. Sophisticated forms of computer-based testing adapt the sequence, content, number, or difficulty of test items to the responses of the person being tested. As the individual is being tested, the computer presents test items in response to the individual's actions. The electronic testing method utilizes branching to select test items based on the answers given while the test is being administered.

Embedded Training:

Training that is provided by capabilities designed to be built into or added onto operational systems to enhance and maintain the skill proficiency necessary to operate and maintain that equipment end item.

Enabling Learning Objective (ELO):

A learning objective that supports the terminal learning objective. It must be learned or accomplished to learn or accomplish the terminal learning objective. It consists of an action, condition, and standard. Enabling objectives are identified when designing the lesson. A terminal learning objective does not have to have enabling objectives, but it may have more than one.

Evaluation:

- The cornerstone of quality training.
- One of the five phases of the Army's TD process, i.e., the Systems Approach to Training (SAT). As such, it is a dynamic process that can occur as formal internal and external evaluations or informal feedback between the student and instructor as well as between the field commander or combat training center (CTC) and the proponent school.

Executive Agent:

An organization or member of an organization assigned sole responsibility and delegated authority for specific actions otherwise exercised by a higher level organization or executive.

Exercise:

Collective task training designed to develop proficiency and crew teamwork in performing tasks to established standards. Exercises also provide practice for performing supporting critical individual (leader and soldier) tasks. Exercises may be conducted in units or during resident training. Types of exercises are as follows:

- Command Field Exercise (CFX)
- Command Post Exercise (CPX)
- Field Training Exercise (FTX)
- Lane Training Exercise (LTX)
- Live Fire Exercise (LFX)
- Situational Training Exercise (STX)

Facilitator:

See Appendix A ([Facilitator](#)).

Facility Manager:

See Appendix A ([Facility Manager](#)).

File Transfer Protocol (FTP):**Foreign Disclosure:**

The conveying of classified military information (CMI) and controlled unclassified information (CUI) through oral or visual means to an authorized representative of a foreign government.

Formal Training:

Training in an officially designated course conducted or administered according to an

appropriate course outline and training program and appropriate training objectives. The course may be resident or nonresident.

Functional Description:

Functional Proponent (FP):

GO/NO-GO - pass or fail:

This is an absolute measure: the performer either performed or did not perform the action described in the learning objective, met or did not meet the performance criteria. The performer cannot partially pass. The performer either passes (meets the standard and receives a "GO") or fails (does not meet the standard and receives a "NO-GO").

Graphic Training Aid (GTA):

A Graphic Training Aid (GTA) provides a means for trainers to conduct and sustain task-based training in lieu of using extensive printed material or an expensive piece of equipment. The uses of GTAs range from quick reference memory aids to simulation games for a battalion.

Implementation:

The actual conduct of training by any method of instruction using the validated training materials created during the design and development phases. A major phase in the training development process.

Individual Task:

See "Task" below.

Individual Training:

- Training which prepares the soldier to perform specified duties or tasks related to an assigned duty position or subsequent duty positions and skill level.
- "Training which officers and NCOs (leader training) or soldiers (soldier training) receive in schools, units, or by self study. This training prepares the individual to perform specified duties or tasks related to the assigned or next higher specialty code or skill level and duty position." (AR 350-41)

Individual Training Plan (ITP):

A document prepared for each enlisted military occupational specialty, warrant officer military occupational specialty, commissioned officer specialty code, or separate functional training program that describes the overall plan to satisfy training requirements and document the long range training strategy.

Instructor:

Any personnel, military or civilian, who conducts instruction.

Instructor training:

The training of selected personnel in the techniques of teaching to qualify them as instructors.

Interactive Courseware (ICW):

A type of IMI. Computer-controlled courseware that relies on trainee input to determine the pace, sequence, and content of training delivery using more than one type medium to convey the content of instruction. Interactive courseware can link a combination of media, to include but not be limited to programmed instruction, video tapes, slides, film, television, text, graphics, digital audio, animation, and up-to-full motion video to enhance the learning process.

Interactive Electronic Technical Manual (IETM):

A technical manual delivered electronically. IETM possesses the following characteristics: it can be presented either on a desktop or a portable device; the elements of data constituting the IETM are so interrelated that a user's access to the information is achievable by a variety of paths; and it provides procedural guidance, navigational directions, and other technical information required by the user.

Interactive Multimedia Instruction (IMI):

IMI is a term applied to a group of predominantly interactive, electronically-delivered training and training support products. IMI products include instructional software and software management tools used in support of instructional programs. A hierarchical representation of IMI products is provided as follows:

- Interactive courseware (ICW)
- Electronic publications.
 - Electronic guides
 - Interactive electronic technical manuals
- Electronic testing
- Simulation
- Electronic management tools
 - Electronic performance support systems
 - Computer aided instruction (CAI)
 - Computer managed instruction (CMI)
 - Electronic job aids

(DoD Instruction 1322.20.)

Job (or duty position):

A collection of unique, specific, related set of activities (tasks) performed by a unique, defined set of personnel. **For training development and training purposes**, it is an MOS by skill level; BC and AOC by rank; warrant officer MOS (Military Occupational Specialty) by skill level; ASI (Additional Skill Identifier); SQI (Skill Qualification Identifier); SI (Skill Identifier); LIC (Language Identifier Code); or other special category. Special categories include but are not limited to common tasks (for a specific skill level), additional duty assignments, and civilian jobs the Army is required to train.

Job Aid:

- A checklist, procedural guide, decision table, worksheet, algorithm, or other device used by a soldier as an aid in performing duty position tasks. It gives the soldier directions and signals when to take action. A job aid is also called a job performance aid.

- A checklist, procedural guide, decision table, worksheet, algorithm, or other aid delivered via electronic means and used by job incumbents to aid in task performance.

Just-in-Time Training:

Training provided to individuals or units just before the skills or function taught will be used in a practical application. Typically used to teach perishable or infrequently used skills. See "Training-on-demand."

Knowledge:

Information or fact required to perform a skill or supported task.

Knowledge-Based Test

Testing procedure that simply asks for recall or the selection of information or knowledge that does not directly relate to using or applying rules, principles, skills, etc., that are required to perform the learning objective. Also called "knowledge-oriented testing."

Knowledge Collaboration Center (KCC):**Leader Development:**

The process of preparing military and civilian leaders, through a progressive and sequential system of institutional training, operational assignments, and self development , to assume positions and exploit the full potential of current and future doctrine. (AR 600-100)

Leader Task:

An individual task performed by a leader that is integral to successful performance of a collective task.

Lead Site, also Host Site:

The lead site is the one from which the VTT instructor initiates broadcast.

Learner:

See Appendix A ([Learner](#)).

Learning Approver:

See Appendix A ([Learner Approver](#)).

Learning:

A change in the behavior of the learner as a result of experience. The behavior can be physical and overt, or it can be intellectual or attitudinal.

Learning Center:

A facility primarily dedicated as a delivery point for individualized or small group multimedia based instruction. Learning centers contain the equipment and training materials needed for training or education.

Learning Management System:

The LMS is a computer software application that will streamline, consolidate, and provide overall direction to the Army's training processes. The LMS will also provide

course and training resource management, scheduling and registration functions, courseware distribution and storage, and learning collaboration.

Learning objective (LO):

A precise three-part statement describing what the student is to be capable of accomplishing in terms of the expected student performance under specific conditions to accepted standards. Learning objectives clearly and concisely describe student performance required to demonstrate competency in the material being taught. LOs focus the training development on what needs to be trained and focuses student learning on what needs to be learned. Both terminal and enabling objectives are learning objectives. See "Criterion-referenced instruction (CRI)."

Legacy:

Refers to data, numbers, lessons, etc. that currently exist.

Lesson:

The basic building block of all training. The level at which training is designed in detail. The lesson is structured to facilitate learning. A lesson normally includes telling or showing the soldiers what to do and how to do it, an opportunity for the soldiers to practice, and providing the soldiers feedback concerning their performance. A lesson may take the form of an instructor-presented, a SGI-presented, or a self-paced lesson, such as a correspondence course or CBI lesson.

- An instructor presented lesson or SGI presented lesson is documented as a lesson plan.
- A self-paced lesson must be of sufficient detail that the student can learn the material to the established learning objective standard on his own.
- An extension training lesson is a self paced instructional program developed, reproduced, and packaged for distribution to soldiers in the field. These lessons consist of a terminal learning objective, instructional text, practice, and immediate feedback to the soldier. See "Lesson outline" and "Lesson plan."

Lesson Outline:

An organized outline of the training material to be presented. It identifies the terminal learning objective, enabling learning objectives (optional), learning steps/activities, methods of instruction, media, references, instructor-to-student ratios, resources required, facilities required, safety factors, environmental considerations, and risk factor. The lesson outline is completed during the design phase of the training development process from training analysis data. See "Lesson" and "Lesson plan."

Lesson Plan:

The detailed blueprint for presenting training by an instructor or small group leader (SGL). It prevents training from becoming haphazard and provides for training standardization. It is built on the lesson outline and includes all the details required for the presentation. It must be of sufficient detail that a new instructor can teach the lesson with no decrement of training. See "Lesson outline" and "Lesson."

Lightweight Directory Access Protocol (LDAP):**Major Command (MACOM):**

Materiel Developer (MD):**Maximum Class Size:**

The largest number of students in a class that can be trained with acceptable degradation in the training effectiveness due to manpower, facility, or equipment constraints.

Media:

A means of conveying or delivering information. *Examples* of training media are paper, film, videotape, broadcast television, computer program.

Meta Data:

Descriptive or administrative information about a file that is associated with a computer file, but which is stored separately from the file's contents. In the LMS Training Catalog, it generally refers to administrative information about a Course or Product, rather than the contents.

Methods of Instruction:

Indicates exactly how the training material will actually be provided to the student and has an assigned instructor-to-student ratio. *Examples* of methods of instruction are conference, demonstration, and practical exercise.

Model:

A physical, mathematical, or otherwise logical representation of a system, entity, phenomenon, or process.

Module:

A grouping of lessons in an approved course of instruction; it could consist of a single lesson, e.g., for distributed learning. Synonymous with annex and sub-course. A module includes one or more training media/methods or combination thereof.

Multimedia:

As a general term, multimedia is the use of more than one media to achieve a specific purpose or objective. The term is used primarily to refer to a technology combining text, still and animated images, video, audio, and other forms of computer data that can be manipulated and used to convey information in a useful, educational, entertaining, realistic, or more easily understood manner. Multimedia is delivered on a multimedia work-station/personal computer via network, hard disc, floppy disc, or CD-ROM.

National Training Center (NTC):

The Fort Irwin training center that provides a heavy combat battalion task force 2 weeks of intensive combat training on a rotational basis.

New Equipment Training (NET):

An initial transfer of knowledge, gained during equipment development, from the materiel developer/provider to the trainer, user, supporter.

Non-ATRRS Managed Courses:

Non-resident Training:

Training presented to students that is not instructor/facilitator-led and does not take place in residence, e.g., it takes place in Army learning centers, DL classrooms, and student residences. Instruction is self-paced.

Objective Force:**One-station Unit Training (OSUT):**

Initial entry training conducted at one installation in one unit with the same cadre and one program of instruction.

Operational requirements document (ORD):

A formatted statement containing performance (operational effectiveness and suitability) and related operational parameters for the proposed system. The operational requirements document will be initially prepared during Phase 0 "Concept Exploration and Definition". It will be updated during Phase 1, "Demonstration and Validation."

Optimum Class Size (OCS):

The largest number of students in a class that can be trained with no degradation in training effectiveness. The constraining factor is the availability of equipment, facilities, and manpower. OCS serves as the basis for determining equipment and resource requirements.

Phase:

A major part of a training course which may be trained at different locations. Phases are required as a necessary break-up of a course version due to time, location, equipment, and facility constraints as well as facilitation in management of different techniques of instruction. A phase contains one or more modules. See "Phased training."

Portal:**Prerequisite Training:**

That training which personnel must have successfully completed in order to be qualified for entry into training for which they are now being considered.

Pretest (diagnostic test):

An assessment which measures soldier or civilian task competency before training. As it measures performance against a criterion, results focus training on what soldiers/civilians need to know and provide links to this prescriptive training. As a placement test, it allows for testing out of lessons, modules, or phases of a course. See "Performance test" and "Posttest."

Procedure:

A standard and detailed course of action that describes how to perform a task.

Product Distributor:

See Appendix A ([Product Distributor](#)).

Production LMS:

Professional Development Course:

A course designed to prepare commissioned officers, warrant officers, or noncommissioned officers to effectively perform the duties required in assignments of progressively greater responsibility.

Proficiency:

Ability to perform a specific behavior (task, learning objective) to the established performance standard in order to demonstrate mastery of the behavior.

Program of Instruction (POI):

A POI covers a course/phase. It is a requirements document that provides a general description of course content, duration of instruction, and methods and techniques of instruction; and it lists resources required to conduct peacetime and mobilization training.

Proponent Agency:

An Army organization or staff which has been assigned primary responsibility for materiel or subject matter in its area of interest, i.e., proponent school, proponent staff agency, proponent center, etc.

Proponent School

The TRADOC School designated by the CG, TRADOC or other appropriate MACOM as Training/TD (Task) Proponent to exercise management of all combat/training development aspects of a materiel system, functional area, or task. It analyzes, designs, develops, implements, and evaluates training/training products for proponent area.

Qualification:

With respect to Instructors in the LMS

Quota Course:

A course managed, controlled, and conducted by one service or agency which may be used by another service to satisfy a training requirement or need.

Quota Manager:

See Appendix A ([Quota Manager](#)).

Reclassification training:

A soldier may be reclassified into a new job due to organizational restructure, mission or new/revised systems, etc. Reclassification training is training provided to those individuals which qualifies them to perform in a newly assigned job (MOS, AOC, etc.).

Refresher Training:

Used to reinforce previous training and/or sustain/regain previously acquired skills and knowledge. It is:

- Related to course-specific training objectives.
- Performed under prescribed conditions and must meet prescribed performance standards.

- Usually takes place in the unit to sustain or retrain a previously required proficiency level; may be trained to prepare an individual for institutional training, i.e., meet prerequisite training requirements.
- May take place in a course during/outside of POI time.

Registration:

Reimer Digital Library; Dennis A. Reimer Digital Library:
(see Army Doctrine and Training Digital Library)

Requirements:**Reservation:****Resident School:****Resident Training:****Resident Training Course:**

A course presented to students usually in a formal training environment by trained instructors. The training may be presented by conventional methods, such as conference; by advanced technology, such as computers; by distributed training methods; or a combination of methods.

Resource:**Resource Management:**

The control of the identification, acquisition, and use of training development and training resources to obtain maximum and timely training efficiency.

Response:

Any activity which is induced by a stimulus. In instruction, it designates a wide variety of behaviors, which may involve a single word, selection among alternatives (multiple choices), the solution of a complex problem, the manipulation of buttons or keys, etc. [Also includes System response activities.]

Schedule:**Scheduled Training:****Scheduler (Sched):**

See Appendix A ([Scheduler](#)).

Scheduling:**Security Domain:**

Domains are closely associated with Proponents, but have the principal use of controlling access with respect to Content and Resources. Typically, each Proponent has three domains, and access to a fourth for Resources. Restricted and Unrestricted

refer to classes and content, the distinction being whether the training and course/lesson materials are restricted to MOS's listed for that domain or are available to all users.

Selection, Course/Product:

Self-Directed/Self-Initiated Training:

Simulation:

- A method for implementing a model(s) over time.
- Any representation or imitation of reality, to include environment, facilities, equipment, mechanical and maneuver operations, motion, role playing, leadership, etc. It is the representation of salient features, operation, or environment of a system, subsystem, or scenario.

Simulator:

- (1) A device, computer program, or system that performs simulation.
- (2) For training, a device that duplicates the essential features of a task situation and provides for direct practice.
- (3) A physical model or simulation of a weapons system set of weapons systems, or piece of equipment which endeavors to replicate some major aspect of the equipment's operation.

Site:

Situational Training Exercise (STX)

Mission-related, limited exercises designed to train one collective task or a group of related tasks and drills through practice. STXs teach the standard, preferred method for carrying out the task. They are more flexible than drills and usually include drills, leader tasks, and soldier tasks. STXs may be modified based on the unit METL or expanded to meet special mission requirements. To ensure standardization, service schools develop STXs to teach the doctrinally preferred way to perform specific missions or tasks. (FM 25-101) See "Exercise."

Skill:

The actions or series of actions performed by soldiers to accomplish a mission or the ability to perform a job related activity, which contributes to the effective performance of the job. See "Task" below.

Skill Gap Analysis:

The process of examination and association of MOSQ skills requirements to available training content to ensure that Learners receive the appropriate training Products.

Skill Level:

Identifies task proficiency, or ability typically required for successful performance at the grade with which the skill level is associated. The skill levels by grade are shown below:

Skill Levels	-->	1	2	3	4	5	
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Skill Levels	-->	1	2	3	4	5	
Enlisted	E	1/2	3/4	5	6	7	8/9
Warrant	W	1/2	3		4	5	
Officer	O	1/2	3	4	5	6	

Small Group Instruction (SGI):

A means of delivering training which places the responsibility for learning on the soldier through participation in small groups led by small group leaders who serve as role models throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning.

Small Group Leader (SGL):

An instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.

Standard:

A statement which establishes criteria for how well a task or learning objective must be performed. The standard specifies how well, completely, or accurately a process must be performed or product produced.

- The task standard reflects task performance requirements on the job.
- The learning objective standard reflects the standard that must be achieved in the formal learning environment.

Standardization:

As applicable to Army training means --

- The development and implementation of performance standards which the Army employs in training and in combat.
- Units and soldiers performing the same task will be trained to perform that task to the same standard.
- Training products are produced in one format by the training proponent and used by other training activities.

Student Evaluation Plan:

A plan that details how the proponent school will determine if the student has demonstrated a sufficient level of competency to pass the specified course or training. It specifically identifies course completion requirements to include the minimum passing score (or GO/NO GO) for each written or performance examination, final grade requirement, minimum course attendance requirements (if applicable); and specific tests that must be satisfactorily completed to graduate. It very specifically identifies how the student's performance will be evaluated. Specific lessons tested in each test are identified. Counseling and retesting policy are delineated. Other evaluations, such as the Army Weight Control Program and Army Physical Fitness Test, that impact on graduation are identified, and their requirements are included.

Student Performance Counseling:

As related to training, communication which informs soldiers/students about their training

and the expected performance standards and provides feedback on actual performance. Soldier/student performance includes appearance, conduct, learning accomplishment, and the way learning is being carried out.

Subject Matter Expert (SME):

An individual who has a thorough knowledge of a job (duties and tasks). This knowledge qualifies the individual to assist in the training development process (i.e., consultation, review, analysis, etc.). Normally, a SME will instruct in his area of expertise.

Sustainment:

Sustainment Training:

See "Refresher Training" above.

Synchronous Training:

System Administrator (SA):

See Appendix A ([System Administrator](#)).

System Delivery Report:

System Interface Agreement (SIA):

Task:

A clearly defined and measurable activity accomplished by individuals and organizations. It is the lowest behavioral level in a job or unit that is performed for its own sake. It must be specific; usually has a definite beginning and ending; may support or be supported by other tasks; has only one action and, therefore, is described using only one verb; generally is performed in a relatively short time (however, there may be no time limit or there may be a specific time limit); and it must be observable and measurable.

The task title must contain an action verb and object and may contain a qualifier. Types:

- **Collective task:**

A clearly defined, discrete, and measurable activity, action, or event (i.e., task) which requires organized team or unit performance and leads to accomplishment of a mission or function. A collective task is derived from unit missions or higher level collective tasks. Task accomplishment requires performance of procedures composed of supporting collective or individual tasks. A collective task describes the exact performance a group must perform in the field under actual operational conditions.

- **Common task:**

-

- **Common skill level task**

- An individual task performed by every soldier in a specific skill level regardless of MOS or branch., e.g., a task performed by all captains.

- **Common soldier task**

- An individual task performed by **all** soldiers, regardless of rank.

Example: All soldiers must be able to perform the task, "Perform mouth-to-mouth Resuscitation."

Note: There are common soldier tasks that apply to all Army civilian employees as well, e.g., Maintain security of classified information and material.

- **Critical task:**

A collective or individual task a unit or individual **must** perform to accomplish their mission and duties and to survive in the full range of Army operations. Critical tasks must be trained. Types of tasks that can be identified as critical include:

- Collective task.
- Common skill level task
- Common soldier task.
- Individual task
- Shared task

- **Individual task:**

The lowest behavioral level in a job or duty that is performed for its own sake. It should support a collective task; it usually supports another individual task. Individual tasks include ---

- Common soldier task.
- Leader task
- Common skill level task.
- Organizational level task

- **Organizational level task:**

Common skill level task shared by other skill levels, e.g., company captains and first sergeants may perform the same tasks.

- **Shared task:**

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- **Organizational:** See "Task: Organizational level task" above.
- **Shared individual task:** An individual task performed by soldiers from different jobs and/or different skill or organizational levels. Shared asks are usually identified when conducting an analysis of a specific job.
Example: The lieutenant and sergeant in the same platoon perform some of the same tasks.
- **Shared collective task:** A shared collective task is a collective task that applies to or is performed by more than one type unit, e.g., to units which have different proponents or to different echelon/TOE units within a single proponent's authority. Since the task, conditions, standards, task steps, and performance measures of shared collective tasks do not change, the

collective task is way trained and performed in the same by all units that "share" the task.

Task Proponent:

See "Training/TD (Task) Proponent."

TASS Training Battalions:

The training institution of both the ARNG (state military academies, National Guard Bureau (NGB) Regional NCOA/Schools, etc.) and USAR (US Army Reserve Forces Schools/USARC NCOA, etc.). TASS Training Battalions comprise all NCOAs and schools of the Reserve Component.

Team:

A group of people who function together to perform a mission or collective task.

Technical Manual (TM):

A publication which describes equipment, weapons, or weapons systems with instructions for effective use. It may include sections for instructions covering initial preparation for use and operational maintenance and overhaul.

Tele-training:

Video or audio training delivered via communication links such as satellite or cable links.

Template:

- 1) A generic (not scheduled) model of a specific block of instruction. It contains all the metadata, Content, and Resource requirements associated with that curriculum. In the LMS, templates are associated with Lessons.
- 2) In testing, the answer key used to grade tests. It can be a score sheet with correct answers listed or it can be electronic and used with an optical scanner to score tests.

Test:

A device, technique, or measuring tool used to --

- Determine if a student or group can accomplish the objective to the established standard.
- Determine if training does what it is designed to do efficiently and effectively.
- Measure the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group.
- Collect data as a basis for assessing the degree that a system meets, exceeds, or fails to meet the technical or operational properties ascribed to the system.

See "Knowledge-Based Test" above and "Testing Out" below.

Testing Out:

The process and procedure for enabling a student to take a course test (phase, module, lesson, etc.) to determine if the training covered by the test must be taken. A student passing a pretest to test-out of training will be given full credit for completion of the training covered by the test. This is a "pretest."

The Army School System (TASS):

A composite school system comprised of the AC, ARNG, and USAR institutional training systems. The TASS, through the Army's training proponents, provides standard training courses to America's Army, focusing on three main points of effort---standards, efficiencies, and resources. The TASS is composed of accredited and integrated AC/ARNG/USAR schools that provide standard institutional training and education for the Total Army. The TASS training battalions are arranged in regions and functionally aligned with the Training/TD (Task) Proponents. (TR 351-18)

Total Army Training System (TATS) Course:

A single course designed to train the same military occupational specialty (MOS)/area of concentration (AOC) skill level, Skill Qualification Identifier (SQI), additional skill identifier (ASI), Language Identifier Code (LIC), and Skill Identifier (SI) within the Total Army. It also includes MOS Qualification (MOSQ, i.e., reclassification), Army leadership, functional, professional development, and civilian courses. The course's Total Army structure (phases, modules, tracks, lessons, tests) and media ensure standardization by training all soldiers (regardless of component) on course critical tasks to task performance standard. Course lengths, but not academic hours, may vary due to such differences as Active and Reserve Component (AC/RC) training day lengths.

Trainer:

- An individual who conducts training, whether in a unit or a training institution.
- For the Train the Trainer Program, it implies all training related personnel involved in the training mission, such as instructors, training developers, analysts, small group leaders, and evaluators.

Training Aids, Devices, Simulators, and Simulations (TADSS):

A general term that includes Combat Training Center (CTC) and training range instrumentation; Tactical Engagement Simulation (TES); battle simulations; targetry; training-unique ammunition; dummy, drill, and inert munitions; casualty assessment systems; graphic training aids; and other training support devices. All of these are subject to the public laws and regulatory guidance governing the acquisition of materiel. TADSS are categorized as system and nonsystem:

- **System Training Devices (STDs):** STDs are designed for use with a specific system, family of systems, or item of equipment, including subassemblies and components. STDs may be designed/configured to support Individual, crew, collective, or combined arms training tasks. They may be stand-alone, embedded, or appended. Using system-embedded TADSS is the preferred approach where practical and cost effective.
- **Nonsystem Training Devices (NSTDs):** NSTDs are designed to support general military training and nonsystem-specific training requirements.

Training Course

Structured, sequenced training designed to train a student to perform identified learning objectives to the prescribed standard. The training may be presented by advanced technology, such as computers; by conventional methods, such as conference using trained instructors; by distributed learning techniques, such as distributed print or interactive multimedia instruction (IMI) modules; or by a combination thereof.

Training Developer:

- The individual whose function is to analyze, design, develop, and evaluate training and training products, to include development of training strategies, plans, and products to support resident, non-resident, and unit training. Any individual functioning in this capacity is a training developer regardless of job or position title.
- In developing systems, the command or agency responsible for the development and conduct of training which will provide the tasks necessary to operate and logistically support the new materiel system.

Training Development (TD):

The Army's training development process is the Systems Approach to Training (SAT). It is a systematic, spiral approach to making collective, individual, and self-development training decisions for the total Army. It determines whether or not training is needed; what is trained; who gets the training; how, how well, and where the training is presented; and the training support/resources required to produce, distribute, implement, and evaluate those products. The process involves five training related phases: analysis, design, development, implementation, and evaluation.

Note: Do not confuse the overall TD process with the particular Systems Approach to Training (SAT) phase called "development," which is related specifically to the development of training and training products following analysis and design.

Training Device:

Three-dimensional object and associated computer software developed, fabricated, or procured specifically for improving the learning process. Categorized as either system or nonsystem devices.

- System device
Device designed for use with a system, family of systems, or item of equipment, including subassemblies and components. It may be stand-alone, embedded, or appended.
- Nonsystem device
Device designed to support general military training and non-system specific training requirements.

Training Equipment:

An item of tactical or non-tactical equipment or components used for training purposes in which the pieces of equipment do not lose their identity as end items for operational purposes, e.g. rifles, vehicles, communication equipment, and aircraft.

Note: Subject to availability, conversion of operational equipment that is already in the Army inventory to training equipment will be accomplished by executing a change to the gaining organization's Table of Distribution and Allowances (TDA), thereby authorizing the item of equipment to be issued to the organization. Operational equipment required for training that is not in the Army inventory will be procured as items of TADSS IAW AR 70-1 and AR 350-38.

Training Environment:

The physical and cognitive environment , which fosters, stimulates and facilitates learning. The "environment" includes a myriad of variables, such as the physical location or site where unit or individual training is conducted; training aids, devices, simulators, and simulations (TADSS), to include level of simulation (live/virtual/ constructive); automation hardware/software; suitability (change to "applicability and effectiveness") of training materials; delivery technique (small group instruction, IMI, VTT, etc.); instructor/facilitator effectiveness/ competency.

Training Event:

Scheduled training activity for initial or sustainment training of a mission, collective task, or individual task in a unit as identified by a combined arms short-range unit training strategy.

Training Facility:

A permanent or semi-permanent facility, such as a firing range (range towers, scoring benches, lane markers, range signs), confidence course, military operations on urbanized terrain (MOUT) complex, aircraft mock-up, jump school tower, or training area.

Training Management:

The process commanders and their staffs use to plan training and related resource requirements needed to conduct and evaluate training. It involves all echelons and applies to any unit in the Army regardless of strength, mission, organization, or equipment assigned.

Training Materials:

Those materials developed as a result of training design and provided to teach or evaluate training. They include, but are not limited to; computer based instruction, correspondence courses, training literature products, student handouts, and other products used to train to a prescribed standard.

Training Means:

Combinations of events and media (live or simulation) that might be selected to train a mission/task. You must select an appropriate means for each time you intend to conduct training on a task. See "Training event".

Training Media:

See "Media" above.

Training Method:

The procedure or process for attaining a training objective. **Examples** include lecture, demonstration, discussion, assigned reading, exercise, examination, seminar, and programmed instruction.

Training-On-Demand:

Training provided to a unit at the commander's request to meet an immediate mission need. See "Just-in-Time Training" above.

Training Plan:

A detailed description of the actions, milestones, and resources required to implement a training strategy. The detail depends upon the plan type and level. See "Project Management Plan" and "Training Development Plan."

Training Product:**Training Program:**

An assembly or series of courses or other training requirements organized to fulfill a broad, overall training goal.

Training Proponent:

See "Training/TD (Task) Proponent."

Training Requirements:

- As related to training implementation --

The critical tasks Army's units and soldiers must be able to perform to the standard required if they are to be able to fight, win, and survive on the battlefield. Army training and training products will only be produced to meet a valid training requirement and to train soldiers and units to perform critical collective and individual tasks to established standards.

- As related to resident course management ---

The number of personnel required to enter into training to meet commitments of the military services concerned.

Training Sequence:

Ordering the parts of a training program/course to optimize learning.

Training Site:

Any location where training is implemented, to include proponent school, soldier's home, learning centers, and units.

Training Structure:

The organization of instruction into logical groupings to facilitate learning. The basic structures of formal Army training are: phases, modules (annex, sub-course), and lessons. See "Sequencing."

Training Support:

The provision of the materials, personnel, equipment, or facilities when and where needed to implement the training. It includes such functions as the reproduction and distribution of training products and materials, training scheduling, student record maintenance.

Training Support Center (TSC):

An authorized installation activity with area responsibility to provide storage, instruction, loan/issue, accountability, and maintenance for TADSS.

Training Support Package (TSP):

A complete, exportable package integrating training products, materials, and information necessary to train one or more critical tasks. It may be very simple or complex. Its contents will vary depending on the training site and user. A TSP for individual training is a complete, exportable package integrating training products/materials necessary to train one or more critical individual tasks. A TSP for collective training is a package that can be used to train critical collective and supporting critical individual tasks (including leader and battle staff).

Training System:

A training system is the combination of all elements of a training program working together to bring about the preparation of units to perform their missions and/or personnel to effectively perform their assigned jobs. A training system consists of training hardware, facilities, and personnel subsystems.

Training Technology:

The use of technology for the development, delivery, and/or implementation of learning oriented activities to accomplish the learning objective. It includes hardware/software solutions and/or human learning process solutions to training problems. Examples of hardware/software training technologies include Interactive Multimedia Instruction (IMI), linked simulations, virtual reality, artificial intelligence, embedded training, voice input/output devices and global networks.

Trigger:

In a process, an event or action, which causes another event or action to occur; v. to stimulate or cause an event or action to occur.

Uniform Resource Locator (URL):**Unit Training:**

Training (individual, collective, and joint or combined) that takes place outside the Army's institutional base.

Unit Training Manager (UTM):

See Appendix A ([Unit Training Managers](#)).

Version:**Video Teletraining:**

Video training delivered via communication links such as satellite or cable links. There are two types of VTT: broadcast and desktop

VTT Instructor:

The instructor who conducts training via a VTT system. Examples include Teletraining Network (TNET), Integrated Services Digital Network (ISDN), and Satellite Educational Network.

Web-based Training:

Web-based training is a DL method in which training applications residing on a central computer functioning as a network server are delivered across a public or private computer network (e.g., the Internet) to students at any location and displayed on a Web browser. Authorized students may access training applications on demand and download them for individualized instruction. Web-based training can be updated very rapidly, and access to the training may be controlled by the training provider.